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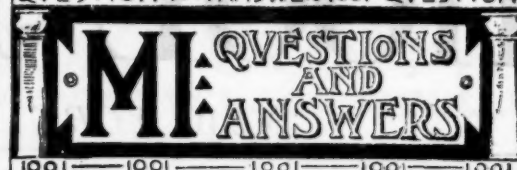
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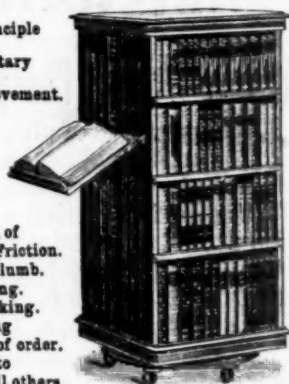
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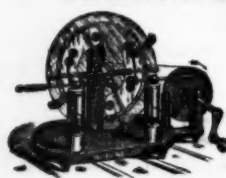
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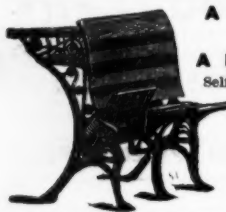
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ALL sorts of arguments are brought to bear on the teacher to work for a higher place in her profession, but that teacher who said she had forty-two arguments why she should study her profession—her *forty-two pupils*—condensed the whole realm of reasons. No matter how carelessly or ignorantly the teacher may enter upon her work at the beginning, unless the growing intimacy with her class broadens her vision, uplifts her ideals of teaching, and brings her to the point of humility where she doubts her personal fitness for her work—that teacher has strong reasons to fear she has not found the right vocation. Nothing in Garfield's life held such a lesson for the teacher as his confession of personal responsibility to his children. Night after night, after he had left the school-room, he recalled, in order, each little face in the imaginary rows of seats; beginning with the first, he queried, "Am I doing all I can for that little girl?" and with the next, "Is that boy getting everything from me that he ought to get? And so on through the whole class. This tacit acknowledgment that each pupil had a personal claim upon his best manhood, indicated the highest type of a teacher.

But this claim can only be fulfilled when the child's nature is understood through mind-study and a trained power of observation of its mode of action. When a knowledge of the knowing, feeling, and willing powers of the child in their relation to each other and to the world, is as clear to the teacher

as a basis for character training, as are the methods in her text-book, then she can begin to work for the all-round good of her pupils, with a consciousness of power never before known. The fascination of the study of mental science in its application to the school-room, with the dawning possibility that it may furnish the reason for motive and action hitherto not understood in her pupils, will be so great to the eager teacher, anxious to do her best for each, that no arguments for its continuance will be needed.

AUSTRALASIA has just taken a step that is of vast importance to the English-speaking race—the formation of a federation comprising the states of Australia, New Zealand, Tasmania, and others. It is only second in importance to the foundation of the United States of America. What the future will bring to Australasia no one can definitely predict, but judging from the resources of the country, the intelligence of the people, and its geographical location (being isolated, and hence not overshadowed by a powerful neighbor like Canada), it will be a grand one.

The new republic has paid us the compliment of copying the principal features of the United States constitution, but has made some improvements. Among these are the safeguards and guarantees of state rights, which are indispensable if a confederation is to be held back from drifting into a homogeneous empire. One of these is the provision that all powers not explicitly conferred on the commonwealth, are reserved to the states. That of itself would guarantee local self-government, but they have gone much further. The governor-general is appointed by the crown, but the real powers of administration will be vested in seven secretaries, who will be strictly responsible to the house of representatives elected by the people. The senate, which is elected like our own senate, cannot amend money bills; it can only affirm or reject them. Thus it will be seen that Australasia has profited greatly by our experience of a hundred years. All true Americans will wish them well, for who does not take an interest in the English-speaking race, whether in Great Britain, Canada, Australasia, India, South Africa, East Africa, or any of the other places where they have made the English tongue a familiar one.

DURING the recent tour of President Harrison schools and education were made a great deal of. Children turned out in solid masses to give him welcome, and teachers took great pains to impress upon their pupils the meaning of his welcome. As a man, President Harrison is no more worthy to receive a royal welcome than a thousand other eminent men, but as a representative of a great nation he is deserving the highest honor. Children learn patriotism concretely, not abstractly. Those who saw the president, heard him speak, and witnessed the heartiness of welcome he received, had an object lesson they will always remember. The president uttered his most valuable words concerning education at Denver where he said that "these common schools are not simply nurseries of intellectual training; they are nurseries of citizenship." The *Tribune* calls this "a golden sentence, one worthy to be taken to heart by all the school-teachers throughout the land." Citizen—what does this mean? Not a resident, not an animal man or an animal woman, not a voter, but a human being, capable of reasoning, feeling, and acting intelligently and correctly. We have too many voters and too few citizens. Old Rome was very careful about increasing the number of her citizens; so should we be. It is of the utmost consequence that children should become intelligent and virtuous, far more than that they should have a knowledge of the common branches of a school education.

EXPERIENCE has taught our best teachers that the natural way of teaching reading is the only way that should be used in the school-room. But what is the natural method? Simply what nature does when teaching a child to talk. She does not throw at the young child a lot of short words, as, at, et, auk, ink, etc., for the purpose of introducing him to the sounds of the language, but leads him at once to use such words as will express his thoughts, in forming his sentences. She is not at all careful to use short words or long words, but just such words as will tell what is in his mind. He uses elephant, and rhinoceros as readily as cat or dog. When he says grandmother he is conscious of putting forth no greater effort than in using mouse or tree. He does not take separate, distinct, unrelated words, one at a time, and memorize them. Nor is there any logical connection between the words he speaks. When he learns his hundredth word he is not prepared to learn his hundred and first, except as his mind is better disciplined. There is a great deal of truth in the statement that we learn to talk by talking; certainly children do not learn to speak by any patented system.

A German young lady of culture came to this city, about a year ago for the purpose of learning to talk good English. To-day she speaks our language with great correctness and fluency. How did she learn? This way. She joined classes in our best schools where pure idiomatic English is spoken, and listened, took notes, and went away to talk with others who could correct her errors. No grammar or dictionary has been in her hands, but to-day she understands everything that she hears and can use far better English than tens of thousands whose great-grandfathers were born in America. Would it not be a ten days' wonder if this young lady had learned to speak good Latin in the time she has used in learning good English? Not one professor in ten thousand who can read easy Latin at sight can carry on a conversation in this ancient tongue. Why? Because vocal expression is far different from eye expression. We can read what we cannot talk. Now Nature teaches children to speak before they read. So should we. Good reading comes far later than good talking; in fact, it is somewhat difficult to teach good reading without first teaching good talking. It can be done, but it is difficult. This is the reason why it takes so much longer to learn Latin now than it did a thousand years ago. Then, every teacher of Latin talked Latin, and made his pupils talk it, and afterward to read and write it. The point to all this is this, let the teacher accustom her pupils to talk—to express their thoughts, to ask and answer questions, to observe and investigate, and then to express the results of their observations and investigations. In this way a good preparation will be made for learning to read. It is probably a fact that most children learn to read too soon.

THE cultivation of tact is so often impressed upon the teacher that the power of the word is almost lost in its general vagueness. One specialization of this invaluable trait is the way in which correction is administered. "Ought" and "should" are worn threadbare in this connection, and no greater boon could be granted the children at large than to rule those words from the teacher's vocabulary when correction becomes a necessity. The monotonous sound of the voice is about all the consciousness the children get from the stereotyped lecture—talk that is tactless, if not heartless. Putting one's self in the child's place is the most certain way of reaching it in the matter of correction. That which the teacher would feel quickest as a reproof and a remedy will, in nine cases out of ten, be that which will be most effectual with the child. Sympathy with child-life lies at the foundation of effectual discipline.

AS TO EDUCATIONAL JOURNALISM.

The esteemed editor of *Intelligence*, of Chicago, laments the low estate of educational journalism generally, and is especially grieved over the deterioration visible in the effete East. THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE in his opinion "are crude, shallow, uncritical, carelessly edited, full of poor flatteries, lacking in dignity and definite aim." Leaving the other journals enumerated to recover, as best they may, from the effect of so cruel a shock as this, coming from the house of one's friends, we hasten to admit the charge of crudity; educational matters are in a crude stage and it is useless to deny it. It would be a loss of labor to plough deep; the average teacher is not ready yet for philosophical discussions. Nor do we claim to be critical; there is far more need of constructive efforts than of destructive ones. We deny the careless editing charges; there is the utmost labor, care and thought bestowed. There may be a lack of elegant diction; the effort to get at realities, to state bottom facts, to condense all into a limited space, often leads to the use of strong rather than elegant English. No "poor flatteries" or any other kind are to be found in our pages; we deem it a part of our duty, and it is always a part of our pleasure in life, to speak well of teachers and their work. There may be a lack of dignity, as there is no time for thought of that in the work that presses so hard upon us. There is no lack of definite aim; all readers feel the high purposes that inspire these pages—from the first number to the one now in hand. An unabated effort has been made to improve the methods of education and put them on a sound basis of principles, and the results of these efforts have been really wonderful. Every part of the country has been vivified, and educators everywhere bear testimony to the enormous results that have come from the nearly twenty years of labor given for the definite purpose of improving the art of teaching.

These papers, at the outset, advocated manual training. The articles were hailed with jeers of derision. "You'll never live to see that come about," said one teacher as he read an article on that subject in THE SCHOOL JOURNAL; he himself has lived to expend \$20,000 on additions to his building for the purpose of manual training.

The new education as preached in those pages was hailed with equal derision; but the new education has been so long established that it is hardly fair to call it new any longer; there is scarcely a prominent educator but is a new education man.

The kindergarten was espoused and warmly advocated in 1875, and this brought on us the enmity of many excellent persons in the public schools who opposed it "because it did not teach the children how to read;" yet it is plain now that all cities will follow the lead of Boston in adopting kindergarten as a part of the public school system.

The relegating of grammar to the high school and putting language lessons into the advanced primary schools was another matter urged as early as 1874; this change has taken place very largely in the schools at the East; at the West we understand that a good deal of time is yet taken up in learning that "book is a common noun because it is a name, singular number because it means but one, neuter gender because it denotes a thing without sex," etc., etc. But grammar will be put in its rightful place, for the common sense of teachers has been aroused.

There is another reform that has been strongly urged in these pages and is beginning to awaken discussion; it is that teaching should be of an "all around" nature, and not end with reading, writing, and ciphering. The children of the primary school should have suitable lessons concerning literature, science, ethics, health, the world at large and the use of tools for drawing, modeling, and construction. To promote this beneficent end we have given much time and space; it is only a question of time when it will be accomplished.

That the study of the philosophy of education should be undertaken by advanced teachers has been urged in these pages since 1874. When Dr. Allen became associate editor he found a large number who were desirous of entering practically upon

its study. Lectures were begun by him at the University, and thus the foundation was laid for the University School of Pedagogy, one of the most encouraging features of these times. A foundation of \$50,000 has been secured and this year a noble class of graduates will go forth.

The great effort to set forth the TRUTH has borne rich fruit, far more than we had any right to expect. TRUTH in education set forth crudely, clearly if not deeply, with constructive sympathy, and not with critical stabs; forcefully rather than elegantly; earnestly rather than stiltedly; appreciatively and not flatteringly; with the constant aim of advancing the teacher to higher and nobler levels, will be continually presented in these pages—to that purpose they are dedicated.

LAST week an old Presbyterian clergyman died in a hospital in this city, who had been forgotten for several years. A kind undertaker advertised for some of his friends to come to his funeral, but no one appeared and so he was buried in a lonely grave, with no one to look after his resting place. It is not a pleasant thing to be forgotten. Yet how many hundreds of thousands have lived and died, leaving no trace of their existence. "The forgotten millions" seems to be a gloomy phrase, but is it? Let us see. What is life? Not the recognition of friends or acquaintances, not praise, or blame, but the fruits of work. As far as these are spiritual, they are permanent, but as far as they are physical they are temporal. The teacher will be forgotten, but what she impresses upon the inner life of her pupils remains. The permanent things are the least noticed now, but they are the very things that will remain to the end of time. We forget the singer, but we do not forget the song. The tired, sick, discouraged, or unsuccessful teacher often gives up to gloomy forebodings that still further unfits her for her work. Banish such apprehensions! The sun always shines! A cloud is a thin affair, at best, and as soon as it pours out its rain is gone; the earth, sun, and stars remain unaffected by its brief existence. Success of life is reached by self-abnegation and unselfish work. This is the teacher's work.

SOME valuable and unusual features have been introduced into the public schools of Brookline, Mass. It is intended that such branches as science, history, and literature shall have a prominent place in the every-day work of the pupil. Instead of delaying these subjects to the usual period when children leave the school, they are introduced early and their benefit thus secured to them.

The manual training given in these schools is put on the high ground of close connection with mental training. In considering the results of such a plan the question arises whether its introduction into the public schools will not tend to the modification of some of the routine ways of school examinations at set intervals, and be considered as the only test of merit. In the report of Superintendent Dutton, we read:

"It is a pleasure to state that marked progress is being made in adapting the ordinary school work to modern conditions. The teachers have been set free. The examinations, in the usual sense, have been abolished. The boys and girls in grammar schools who are spending from four to six hours per week at hand-craft, are pursuing standard literature and history, while steps are being taken to add lessons in botany, mineralogy and physics."

If this result, of bringing scientific and literary work to the great mass of our boys and girls who never stay for a high school course, can be reached, and the freedom of the teacher from iron bound programs, that allow neither inclination nor opportunity for sympathetic, individual work be secured, as an outgrowth of manual training, it will be an added argument for its utility, and bring a new life to the teacher.

The influences that come from the practical recognition that there is something beside the intellect of the child to be considered, and that there are ways and ways of mind development, are incalculable.

THIS is the day of "clubs" to study the subject of education. When a dozen can be found who will meet weekly, a great deal may be accomplished in a year. One of these clubs has existed seven years. Beginning with only two it has numbered twenty. The usual plan has been to read a book on education and then question each other; one is generally chosen as the "leader." At times, the clergyman comes in and questions; but the intention is not to have desultory lectures, but rather to get hold of the principles of Payne, Parker, Page, Calkins, etc., and have this as a ground-work.

THE manual training plant in the public schools of Brookline, Mass., founded upon the conviction that hand training belongs to every grade of school work, includes free hand drawing in all the school grades, sewing in first primary and lowest grammar classes, cooking for girls in the four upper classes, mechanical drawing for boys of sixth, seventh, eighth, and ninth years of school, classes in wood working and carpentry in a separate building to which will be added facilities for a foundry, a forge shop, and a machine tool-room. This makes a complete chain in manual training instruction from the kindergarten to the close of high school work.

An impulse has been given to this cause in Brookline, through the energetic efforts of the superintendent, Prof. Samuel T. Dutton, and the co-operation of a school board in full sympathy with the broadest views of the new education. Prof. John D. Runkle, as a member of that committee and well known as an advocate of industrial training, has personally aided in the organization of the movement.

THE overcrowded condition of many public schools, especially in the lower grades of our large city schools, has caused much dissatisfaction, and the parents of the children, thus deprived of the benefit of instruction, are moving towards the establishment of schools of their own. The Hebrews of this city have rented rooms and fitted them up for school purposes, and intend to draw upon the Hirsch fund, so that children of the ancient faith may be taught the English language and study the subjects in the curriculum of the public schools. Schools should supply all the elementary instruction needed, and it is a great calamity that they do not. Every son and daughter of our citizens should find a place in our free school-houses, and then public schools should be so good that rivalry between them and private schools would be an impossibility.

A LITTLE pamphlet of thirty-two pages on Pestalozzi has been prepared by Mr. Amos M. Kellogg. It contains the leading events of the life of the great reformer.



In his early years he was, by his oddities, an object of ridicule at school. Later on he became a distinguished scholar at the University of Zurich. His ambition to improve the life of the peasant led him to agriculture; but being greatly influenced by the writings of Rousseau he found through them an insight into principles that resulted in efforts for educational reform.

Compelled to abandon his first experiment, with a few children, for want of money, he turned to writing. Among other books, he wrote *Leonard and Gertrude*. In his newspaper appeared his first thought of the foundation principle of educational reform, but it met with no support. Prevented by bigotry and the prevalence of mechanical teaching from carrying out his ideas, he retired to his farm for ten years.

The French Revolution with its resulting orphanage, brought him to teaching again, and here, late in life, began his success as a reformer. His discovery of principles was at length recognized and attention was drawn to his work from the leading powers of Europe. Students came to learn methods and his school at Burgdorf was practically a normal school. He was afterward joined by Krusi who proved an enthusiastic friend and co-worker.

The story is simply told and its compact form makes it easily available for daily use.

THE next number of THE JOURNAL, the issue for May 30, will contain materials that will be especially valuable for primary teachers. In effect it will be a primary number. Principals will do well to call the attention of assistant primary teachers to this number and let them order copies in advance at five-cents each. It is quite probable that there will be other issues of the same character during the year.

THE MORAL TRAINING OF CHILDREN.

A school that does not teach ethics or morality is to be avoided. One educated human being who seriously attempts to form the habits of thought of other human beings must train them ethically or morally. A good deal of objection is made to moral training because religious people have made the distinction: "He is a moral man, but not a religious man," as though it were not well to be moral if one was not religious—and this has done much harm.

A young child must be trained morally, intellectually, and physically, and every true teacher gives attention to a training of all powers, just as the gardener trains his vines to make them strong and healthy in all ways, knowing that thus they will bear the more fruit.

To do a moral act is to do a fitting act. It fits the case we are in that we reverence our Maker. It is fit that we speak His name reverently and not in a vain way; that we attend to the wishes of our parents, that we do not injure our neighbors in any way; that we nourish a kind feeling for man and beast. These things must be seen to be fit, by the teacher first; if so he will certainly

point out this fitness, as he would the beauty of the star Sirius or that of the rose.

The teacher should first of all set an example of doing the fit thing—the appropriate thing. If a pupil aids her to lift a chair, it is fit to say "Thank you;" it is fit that she smile if she is pleased with the efforts of the pupils to spell a word correctly or to write a word neatly. It is fit that the hand and clothes be clean and neat; that the body be treated with respect, that it be cultivated and strengthened; that the pupils live in good air; that the outhouses be in a clean and inviting condition.

It is a fitting thing to do to call attention to the beauties of nature, the flowers, the insects, the skies, and the stars; and especially to the great and wonderful Maker of these things. Day by day doing the fitting thing, pointing out the fit thing to be done and said, pointing out the rules that men have followed who have tried to do the fit thing, and that happiness and joy come to those who do the fitting thing—in this way children are trained in ethics.

When you train a child his totality is trained. Now, the question is how to teach rightly, considering the child as an organism arranged with great wisdom by a

wise Maker. Very much of the training in the schools is decidedly immoral, in that it is wholly unscientific. For example, cramming a child instead of culturing him is not in accordance with the laws of his growth; so that to teach morality or ethics in the school-room the first requisite is to know the child, to know how to further his growth properly.

This article was contributed to *The Voice* by A. M. Kellogg, as a part of a symposium on "Moral Education."

BOSTON CONFERENCE ON MANUAL TRAINING.

(From our Boston Correspondent.)

The conference on manual training recently held in Boston, deserves more than a passing notice. Its important significance demands proper recognition at the hands of educational people. Many persons in different parts of the country have ignorantly supposed that Boston is far behind other sections in regard to this matter of manual training. And when I say Boston, here, I do not mean the city itself alone, but all the surrounding cities and towns; indeed, this entire section of New England. If anybody attending this conference came with such a notion, he doubtless went away with quite a different view. I have seen some of the largest exhibitions of manual training work yet made in this country, as, for example, that at Chicago a few years ago, in connection with the meeting of the National Association, but the real value, both as to quantity and quality of this exhibit, would bear a favorable comparison with that, bearing in mind that it was chiefly from Boston and vicinity. Not that the exhibit was by any means as large as that of Chicago, because that covered America, and this represented only Boston and its neighbors.

The work from the different schools in the city, in all grades from the kindergarten upward, the exhibits from Somerville, Cambridge, Brookline, Quincy, Lynn, Lowell, Pawtucket, Providence, Worcester, and a host of other towns and cities, to say nothing of the exhibits sent from New York, Philadelphia, Washington, Wilmington, Del., Chicago, and other places, were so very creditable as to cause frequent expressions of surprise and gratification.

The place for this exhibit was the best that could be found in this part of the country. It was in the English high school building, which is large, airy, well lighted, convenient of access from one part to another, and the products of youthful skill, being hung upon the walls and laid upon the tables in the various school-rooms, lecture rooms and the great drill hall, seemed to fit the place as though the building had been built for this very purpose.

Space, however, prevents comparisons and further delineation of this great object lesson. I must hasten to speak briefly of the papers read, addresses and discussions, and of the choice, representative audience, comprising very many of the foremost educators of New England and elsewhere. The conference was held under the auspices of the recently formed "New England Conference of Educational Workers," and was presided over by Gen. Francis A. Walker, President of Mass. Institute of Technology, Boston. It was held during the week of Easter vacation, so that the entire building of this famous school—the largest and most expensive public school-house, I believe, on the continent—was at the disposal of the conference.

Among the chief speakers may be named Prof. R. H. Richards, of the Mass. Inst. of Technology; Dr. C. J. Enesbuske, of the Boston Normal School of Physical Training; Prof. Felix Adler, of New York; Prof. Edmund J. James, of Philadelphia; Mr. Henry T. Bailey, Agent of Industrial Art, Mass. Board of Education; Prof. Charles W. Larned, United States Military Academy, West Point; Dr. H. H. Belfield, Director of the Chicago Manual Training School; Prof. W. S. Chapin, Harvard University; Prof. C. R. Richards, Pratt Institute, Brooklyn; George B. Kilburn, Director of Manual Training School Springfield, Mass.; Daniel W. Jones, Master Lowell School, Boston; Prof. Simon Patten, University of Penn.; and the veteran rector of Manual Training in this country, Prof. J. D. Runkle, Mass. Inst. of Technology.

Nor is this list of names stronger, more brilliant, or more significant than the list of topics discussed, as the papers treated of Sloyd and Gymnastics; Mental Inspiration of Manual Training; Its Educational Value; Kindergarten; Art Education; Language of Form; Means, Methods, and Results of Manual Training; Origin of Mechanic Art; Teaching in this country, and other similar subjects,

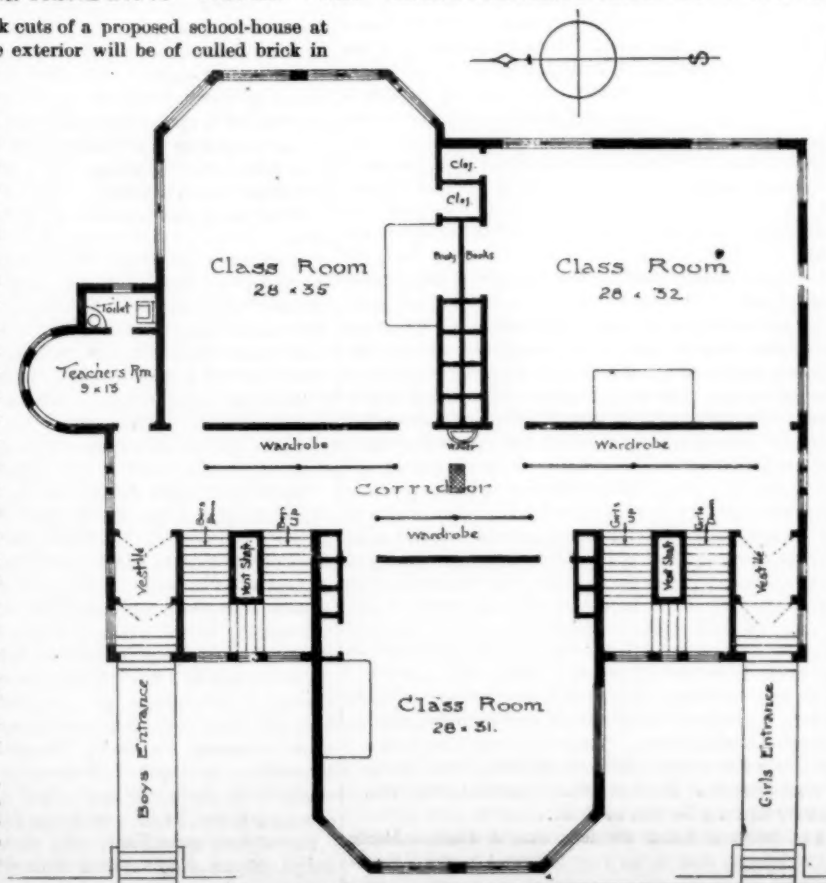


DESIGN FOR SCHOOL HOUSE - PALMER, MASS. - LORING AND PHIPPS, ARCHITECTS, BOSTON.

We give this week cuts of a proposed school-house at Palmer, Mass. The exterior will be of cullied brick in

red mortar, with freestone trimmings and granite steps. The inside will be finished in ash, with hardwood floors, adamant plaster, and slate blackboards. The Smead system of heating and ventilation, as well as the dry closet system, will be adopted. The architects will use their system of wardrobes in the building. The first floor contains three large class-rooms and a teachers' room. Provision is made for two play-rooms. The estimated cost is \$31,000. Loring and Phipps, 53 State Street, Boston, Mass., are the architects.

This is a fine specimen of the series of school-buildings the JOURNAL is presenting from week to week.



But my space will not permit me to speak, as I should like, of the several papers in detail. At the risk of the charge of partiality or of unjust discrimination, where all were so good, I beg to be excused for saying a word upon only one or two of the papers presented.

One of the really brilliant addresses was that by Prof. Bailey upon "Color Teaching." I am sure every teacher present went away inspired in regard to the importance of this kind of instruction and a better idea of "how to do it." The lecture was scintillating with thought, genius, erudition, and wit.

But one of the really scholarly papers, which grew out of a rare experience and ripe scholarship was that by Prof. Larned, of West Point, upon "The Language of Form." The author's delivery did injustice to the thoughts presented, but the paper will be read and re-read with almost infinite delight and profit.

The proceedings will be published in full, including the discussions of the several themes presented, and copies may be had at fifty cents each, by addressing Supt. Seaver, of Boston.

Manual training is rapidly taking its proper place in our curriculum of public instruction, not after the plans proposed some years ago by numerous extremists, but judiciously arranged, and carefully adjusted to all existing machinery, its addition will prove a great and lasting benefit to our school system.

LETTERS TO A YOUNG TEACHER.—I.

MY DEAR YOUNG TEACHER:—I welcome you with all my heart to the great army of teachers. We have the raw recruits, the half trained, and the West Pointers. We have those who dreamed of teaching in their early idealizations; those who have been brought to it by circumstances and those who are waiting in the school-room for the prince in disguise. But with whatever class you affiliate, remember there are three strata that include them all. The bottom layer where they can crowd and jostle each other and wail over low salaries; get to school at the last moment and leave at the earliest; do not take educational journals and will not read them if they do; who cultivate the school board and grow skilful in manipulating politicians, and who glory in not associating with teachers.

In the next the number is far less. They look worn, but their faces have something in them that comes from sacrifice and high thinking. They have caught glimpses of real teaching; are studying their profession and are found at teachers' institutes; have better salaries and are known to superintendents and principals who "keep an eye" on them.

At the top the number is still less, salaries are larger and responsibilities greater. The air is rarified and they sometimes get giddy and forget relative values; but there is plenty of room there and people, besides, are so well worth knowing that it is not at all humiliating to be found with teachers. In which of these will you be found in the future?

You enter upon your work as a normal trained teacher, your diploma is prettily framed and you draw a breath of relief that it is all over. Is it all over with the trained cadet who has never faced a real battle or knows the terrible despair of a defeat? Your normal practice with a group of children and reserve assistance close by, leaves you practically untried for the half hundred you will have to meet, with no reserve but that of your own personal character and the help of the Great Teacher.

Peculiar trials await you as a normal graduate. Everything will be expected of you. *Noblesse oblige*, you know. A normal president once said in self-defence, when attacked with a failure of one of his graduates, "Why, we always send out some that we *know* cannot teach." It is among the remote possibilities, my dear young friend, that you were among the minority who glided through. Did you have any influential relatives?

But in any case a few suggestions may save you many a heart-ache. Do not begin, expecting to use all those beautiful, "cut-and-dried" theories at once. Do not get discouraged because your plans don't work. Conditions have changed—how can they? Remember, always your educational principles; cling to them when everything drifts and put each new notion to their test. Do not talk educational *cant*, or think of yourself as an "educator." Do not look down on fellow teachers who are not normally trained; their strength may be a Gibraltar to which yours is a play-house fortification. Earn your laurels and do not carry your head as if already crowned. Yours, for the cause,

KATE TRACY.

MATERIAL TO BE USED IN TEACHING DRAWING.

By W. S. PERRY, Director of Art Dept., Pratt Institute, Brooklyn, N. Y.

It is an unfortunate obstacle to the progress of art education in the public schools of America, that the subject is viewed so narrowly by many. The opinion is quite prevalent that if the pupil uses the specified time in drawing lines, and in measuring distances of two or three inches accurately, he is doing all that can be expected of him. In other words drawing is regarded as simply a training for the eye and the hand. Indeed, this is a very important result, but far more can be gained that will be of direct and lasting benefit.

Enormous strides have been made in the development of applied art in America. In matters of decoration, our manufactured articles bear little resemblance to those of a few years ago; but, while this advance has been made, it has not been altogether through the work of American designers. The real art work and designs have been executed, in a great measure, by men of other nationalities who were educated in the schools of their own country and then came to America to live and to practice in their chosen occupations.

What we need is adequate material of such artistic character, classification and arrangement, produced at such low cost that it may be placed in public schools. Much can be done and much has been done in some cities. The children of public schools can never receive education in art by simply drawing the most common and oftentimes ugly objects, or by copying figures placed upon the blackboard by untrained teachers. Their attention must be continually directed to objects of beautiful form and outline. They cannot learn by simply drawing, for it might be possible to draw the most exquisite form and yet not know what gives to that object its particular beauty. In the end drawings may be made which apparently produce the desired result on paper, but the children may not have expressed one serious thought during the entire lesson.

Good form and good proportion are not accidental. If the children are drawing the simplest object of pleasing form and proportion, they must be led to see, to realize, and to know what produces the satisfying effect. Every good curve in the outline of a vase form has its element of life and of elasticity, an accent in one or more of its parts. These must be pointed out to the children; they must be led to distinguish, fully to appreciate, and then, to design simple objects in which these elements of growth and beauty shall be combined.

The children must be provided with good examples of historic ornament. These may exist in the form of charts, or books, but in some way the children should constantly study good historic ornament and be guided by intelligent training toward an understanding of the fundamental principles of art and composition.

It is a matter of great regret that in many schools of the country the time given to drawing is not spent to the advantage of the pupils, and indirectly to that of the coming generation; an advantage that should result not only in an increase in the enjoyment of fine and applied art, but in a great increase in wealth to the people, by the combination of art with all kinds of skilled industrial labor.

There are certain cities in which children have passed through public schools, devoting one, or one and a half hours each week to drawing, and because of this, they have been able to work more accurately through the training of eye and hand, but it is a serious question if they have accomplished much more. The reason is very clear. Their drawing has been from simple geometric solids or from dictation, or they have drawn lines from point to point—oftentimes with a rule—and little regard has been paid to the result, so long as a figure containing many lines has been produced. Instances might be cited where pupils in high and grammar schools have produced very creditable drawings upon paper, and yet, a test-examination has shown that they had very little appreciation whatever of the simplest elements of art. In many of these higher schools the pupils have been asked to design the simplest form of vase, cup, bowl, or any other common object which they may have seen daily upon the table, and in a great number of these schools they have failed almost without exception to produce a pleasing form. They had learned to draw accurately when every point was given by the teacher, through excessive analysis of arithmetical proportions, but they had not learned to think.

It is often stated that children should draw on blank paper, because that is the plan followed in many Euro-

pean schools; but there is scarcely a school in France or Germany that has not a drawing-room filled to overflowing with charts, casts, fine historic ornament, and objects of good form and design. In many of these schools, the children begin at the age of seven or eight years to study drawing, clay modeling, etc. They continue this year after year, until they have seen so much art about them, and have heard so much from trained and experienced teachers, that they absorb it as a sponge absorbs water. Outside of the school they come in contact with works of art at almost every turn. It may be no more than a lamp-post, but in Paris almost every lamp-post is a work of art. Scarcely a city of any account whatever is too small to have its museum, not only of painting and sculpture, but of applied art. These are open all day, are free to the people, the children, the artist, and the artisan.

Much more of this art work must be done in our schools. It can be done only by adding to the material, and not by withholding. Our school-rooms are too bare of ornamentation, and the teachers have too little instruction in art themselves, to render it possible to ever create a system of true art education by simply distributing sheets of blank paper, and asking children to draw from crude objects and copies. It is strange that the school board of any city will allot a certain length of time for the study of drawing, will secure a special teacher of drawing at a large salary, and then refuse adequate time and material to carry on the work, when the time required and the expense necessary are small indeed compared with the large results which may be secured.

AROUSING A LOVE OF RIGHT DOING.

The fundamental principle under the discussion of this subject is:

Right doing is easier than wrong doing.

Those who deny this proposition hold that the child is born with a nature that must be taken out, and that when out, a new nature must be put in, in place of the old one.

Those who defend this principle hold that the impulse of each child is good, but that in consequence of association with evil it becomes perverted. Of course, from those two dissimilar theories must come two different systems of education. One class says that the aim of teaching is to take out of a child what is by nature in him; the other declares that it is to develop what is in him.

This discussion assumes that the child will be right, if he is educated right, and that the first way of arousing a love of right doing is to give him an opportunity of doing the right things. How can this be done? By example. Actions are contagious. When a needy person comes to the door in one of our homes, it is a duty to ascertain whether he is really in want, and if he is, to give him the help he needs. Children see this, and very soon repeat the actions of their parents. But if every applicant for aid is turned from the door with a reprimand or a threat, children in the same spirit, soon learn to abuse poor people, calling them names. The lesson of kindness is an objective one.

In the same way children learn to be careful of animals. At first the infant has no idea of pain as a result of pinching or pricking. When they learn that it hurts an animal as much to stick pins into it as it does a human being, they will be careful and considerate of their pets. Many parents and teachers assume that children know the distinction between right and wrong, when the fact is they do not. This must be taught, as everything else is taught. The moral nature is not capable of being developed, except by exercise. It is probable that moral character is permanently fixed in the child before he is twelve years of age.

The love of right doing is cultivated by right doing, and in no other way. Generosity is a noble trait and can be early developed. The little girl insists upon giving some of her food to her doll, and the boy will make his dog eat what he eats. It is a good plan to bring special objects of benevolence before the school, and ask for individual gifts. If a family is in want, in the vicinity of the school, encourage the pupils to provide for them, by their own efforts. Boys in the country have many opportunities of helpfulness, and girls in the city can easily look out some poor, deserving persons, and make an effort to provide for them. The great point is to make the children anxious to do these things; and this anxiety comes from our home and school manners, as seen in everyday home, street, and school life.

Set stories, catechisms, and even passages of the Scriptures are of no value in themselves. A child may

repeat the whole of the New Testament and be made no better by it, and then again he may tell the story of the man who "fell among thieves," and the "good Samaritan," and get from it a wonderful uplifting. It all depends upon how these good words are taught. Without teaching, there is no good in any kind of memory work.

Arousing a love of the right demands that parents and teachers have this love themselves. Sympathy is a wonderful force. A good laugh is ten thousand times better than a dry sermon. And a good cry, when it is a sensible cry, is a mighty force for good. A good story is keenly relished by all children as well as by everybody else, but it must be good.

The other day a boy of eight saw a car driver whipping his horses unmercifully. When he reached home he immediately commenced whipping the cat, injuring it so badly that it did not get over it for a week. This boy had not been known to be cruel before, but this example seemed to start into action all the germs of bad in him.

Keep young children, as far as possible, ignorant of sin. Bad stories are terrible in their effects. Multiply good anecdotes. Teach them to repeat anecdotes and literary selections that are uplifting in their character.

TWO CASES.

A county superintendent in a Southern state gave the following in substance as having come under his observation:

A family had moved into a small village in his county; it consisted of a father, mother, and three daughters. The father was in very poor health and the daughters undertook to care for the family. The two older ones, let us call them Martha and Mary, asked his advice as to teaching, and they soon secured places at small salaries.

It was but a short time before he found that these two girls, resembling each other physically, were greatly unlike mentally. Mary, it was plain, was bringing a moral influence into her school; Martha, the elder, was attentive to the details; she fretted and scolded if there was whispering, or if a pupil laughed, or came late. Mary had a class in the Sunday-school, she sang in the choir in the little church, she learned to play on a cabinet organ and got up an entertainment to buy one for the church. She became exceedingly popular, for it was plain that she was thinking of benefiting others—such are popular always.

Martha had nerve and was strong and energetic, and had a larger school, and her pupils passed good examinations, but there was no great interest awakened in the district by her teaching, and she was made quite cross by this. She declared teaching was a poor kind of business and wished she could do something else rather than teach.

At the institute it was noticed that Mary sat, pencil in hand, followed the speakers, was often asking questions, was ready to play on the organ, could write a school song on the blackboard, and lead in singing it. She made a decided impression as a leading mind. Martha sat quiet and took no special part. At the close, a little conference was held by the conductor and the county superintendent as to whom should be recommended to fill a post to become vacant in a village school of considerable size. Mary was fixed on, and to her surprise received a letter offering her the situation.

The new place brought her in contact with experienced teachers; but she had read educational papers and knew a good deal about the principles of teaching. At the first conference of the teachers of this school (seven in number) she was asked to read an essay on the "Teacher's Use of His Spare Time;" it was assigned to her "to measure her," as the principal said. She rose in the estimation of all by her handling of this subject. When the state association of teachers asked for a paper from this town, the honor of preparing and reading it was assigned to Mary. She rose from this position to one in a normal school in an adjoining state, where she now is.

The secret of her success lay in her dedication to her work as a teacher. Her sister looked at teaching narrowly—as a business of transferring the knowledge she had to the memory of others; she looked at the teacher as a diffuser of influence, as a presenter of motives. She looked at the work broadly, as a moral work. One who sows largely will reap largely. Martha differed from her sister in that she thought nothing about the child's mind, the way it was developed, the thoughts of others on the subject, the history of the development of thought pertaining to it. This narrowness had its reaction on her as a teacher; she became a lesson-hearer.

In personal appearance one was as good as the other; mentally one became far superior, because, she looked at

her work as demanding study, and thought, and preparation; Martha deemed her work done when she had as much knowledge on hand as would be required to fill the children's memories.

GRATUITOUS ADVICE TO TEACHERS.

By CAPT. S. G. PIERCE, Rochester, N. Y.

Probably no other person receives so much gratuitous advice as does the public school teacher. The blacksmith does not urge upon the lawyer his views as to the conduct of a case, or the preparation of a brief; nor is the surgeon asked by the cutter of clothing to put into practice his views on resections and amputations. But all sorts and conditions of men feel perfectly competent, and are very ready to advise the teacher as to his work. In the one case it may be the editor, who perceives with regret the more or less rapid formation of a local dialect, and who hopes that the teacher will take immediate steps to prevent such a calamity. Or it may be the other editor, who, distressed by the un-Addisonian utterances of the newboys beneath the windows of his sanctum, fears the "well of English undefiled" is being rapidly polluted, and hastens to insist that larger attention be paid by the teacher to the cultivation of purer forms of oral or written English. Bodies of learned physicians, of whatever path, whether allo, homeo, electro, or hydro, lecture the teacher on his shortcomings in the matters of light, heat, ventilation, vaccination, and contagious diseases. Humane societies are swift to assure him that the famous precept of Solomon is obsolete. Societies for the prevention of cruelty to animals are certain that the hope of the schools lies in the formation of bands of mercy. Some wise men show him that mental culture and arboriculture are synonymous terms. Others know that the key of knowledge is manual training, and a large contingent clearly prove that mental salvation is attainable only through excellence in penmanship. What may be offered by the Y. M. C. A.'s; the W. C. T. U.'s; the Y. P. S. C. E.'s; the I. O. O. F.'s; or the F. & A. M.'s doth not yet appear, but any suggestions coming from these eminently respectable societies, will be graciously received and carefully considered.

So the teacher gets good advice from the butcher, the baker, the candlestick-maker, and all along the line, not omitting the indignant female patron, who expounds to him the law and the prophets of good school management and discipline, as contradistinguished from the ways and means hitherto used in the government of her abused offspring. But there come times when, as Pope describes him,

Some bookful blockhead, ignorantly read,
With stores of learned lumber in his head,

has vouchsafed some particularly sapient suggestion that the teacher feels impelled to exclaim in the words of that patient sufferer in the land of Uz, the patriarch Job, "How long will ye vex my soul, and break me in pieces with words? O, that ye would altogether hold your peace; and it should be your wisdom."

KINDERGARTEN PRINCIPLES APPLIED IN TEACHING PRIMARY GEOGRAPHY.

By SUSAN P. POLLOCK, Washington, D. C.

Froebel shows in the use of his gifts how one thing is the outgrowth of another. He leads from one thing to the next; he does not jump; his transition from a given point or object to its opposite is always made by means of an intermediate step—a connecting link. Froebel teaches by contrast; he gives us light as opposed to darkness, height as contrasted to depth, long and short as opposites, and would have the children learn by the comparison of these directly opposed "opposites."

Here are a few illustrations of how the gonigraph may be used to teach geometry.

Children first open or unfold all the links of the slat—it represents a straight line. It is no matter in what direction or position it is held: Up-vertically, down-vertically; from front to back horizontally, picturing the vertical line from right to left horizontally. The children fold the gonigraph and repeat these positions with the arms.

A long line up—height, get their ideas of high objects. "The Eiffel Tower, a tree, a telegraph pole, the Washington Monument, the Mt. St. Elias volcano in Alaska, the Chumbarazo mountain. (Found in Ecuador. A picture of it shows a very beautiful sight, its top covered with eternal snows. Every possible variety of climate is found in Ecuador, from the frigid to the torrid. This is one of the teacher's opportunities for giving interesting information.)

A long line, down—depth, deep things. A well, its uses: (Temperance, thankfulness.) A coal mine, where found. Coal in the United States, in Pennsylvania. This is another opportunity. My boys know why Pennsylvania is called the Keystone state, why Ohio is called the Buckeye state, which is called the Nutmeg, Badger, Wolverine, the Pine Tree state, Green Mountain state, Lone Star state, and so on; the other coal states, Virginia, West Virginia, Alabama, Indiana, Illinois, Iowa, Kansas, Colorado, Wyoming, Oregon, Washington.

We are separated from England by the Atlantic ocean. The ocean is deep, reverse of high. It is really one, but is called five—the Atlantic, Pacific, Indian, Arctic and Antarctic oceans. Note that there is more water than land, the difference between salt water and fresh water, inland waters and ocean waters.

Group-work.—Froebel loves to have the children constantly prove, "In Union there is Strength." Add two gonigraphs one above or below the other, and how the impression of height or depth is increased! Add two side by side, horizontally from right to left, for parallel lines, or a railroad track. (Speak of interesting facts about railroads.)

Let two children hold the gonigraph so that it may represent a bridge.

Moral lessons in connection with these objects are: The work of the bridge must be perfect, that of the railroad the same, absolutely true, laid according to rule and measurement. Every workman and official also must be faithful in the performance of his duty. Hannah Whitall Smith says to us about this, "We trust our lives to God's workmen, can we not trust ourselves to the Master?"

THE SCHOOL ROOM.

MAY 23.—DOING AND ETHICS.
MAY 30.—PRIMARY.
JUNE 6.—LANGUAGE AND THINGS.
JUNE 13.—SELF AND PEOPLE.

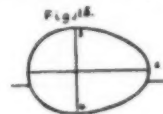
MODEL AND OBJECT DRAWING.—V.

By LANGDON S. THOMPSON, Jersey City, N. J.

LESSON IV.—THE OVOID.

An ovoid is a solid shaped like an egg. It might be called a modified prolate spheroid; i. e., a prolate spheroid made smaller at one end than at the other.

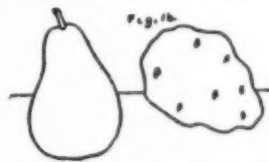
Place in convenient sight of each member of the class a wooden ovoid or an egg, with its long axis at right angles to the line of direction. (See Article I.) Its appearance will easily be determined as that of an oval. Sketch a horizontal line 1-2 in Fig. 15, say two and one



half or three inches long. Determine by pencil or string measurement (see Article II.), the proportion between the apparent length and the apparent width of the ovoid. It will probably be found that the apparent width will be about two-thirds the apparent length. If so, trisect the horizontal straight line already sketched, and through the point one-third from its left end (or right end, depending on the position of the egg) draw a vertical diameter about seven-eighths or one inch long, one-half extending above and the other half below the horizontal line. Through the extremities of these diameters sketch the outline of the egg and line in as usual.

OBJECTS SIMILAR TO THE OVOID.

The drawing of the ovoid may be followed by the drawing of objects similar to it, as a pear, a potato, the



fruit of the egg plant, etc. Generally the oval outline should be first drawn as a basis; then make such changes in the outline as the apparent outline of the object requires.

GROUPING.

Arrange a group of pears, a vase with ovoid body, and perhaps some spherical object, as an apple, according to previous directions for grouping (see Article II.) and

draw the group as suggested in Figs. 7 and 8. Fig. 17



shows how such a group could be arranged. As no directions have yet been given for drawing vases, it might be put behind the other objects, or left out and some other ovoid object used instead.

(TO BE CONTINUED.)

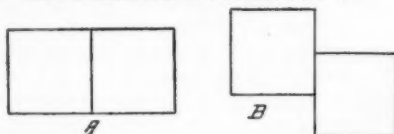
FORM STUDY.

Form concepts come through consciousness of existence to the senses of feeling and of sight. In these days no teacher attempts to have a pupil memorize a definition with the expectation that the act is to produce a true concept of form. He relies rather upon the activity of the child's mind, incited by the operation of his senses upon the object directly within the presence of the mind.

Each child should have much to do with form building. The use of the line can be carried far with excellent results. Having finished the line, the pupil may be given two squares of cardboard. A size two inches square is of convenient form. They should be of such thickness as not to bend by the continual handling they are sure to receive during the arranging and re-arranging that is to follow. I do not think it well to have a variety of colors at first. The work of arranging in accordance with color harmony may be postponed.

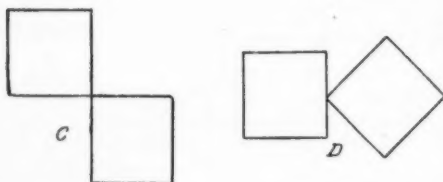
With his two squares of card he builds all possible form upon his desk without overlapping, and with contact of sides or corners of cards.

One of the cards remains stationary during this work, and he places the other card in conjunction with it and in this way gets not only variety in form, but also in direction and extension. Having built a given form he transfers a sketch of same to slate or paper without use of ruler. Subsequently he may build on light paper, cut and mount forms for presentation. The possibilities of the two card combination are shown below:



Four positions.

Four positions.

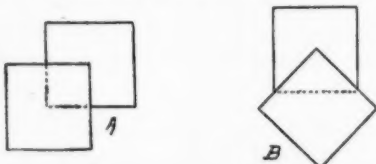


Four positions.

Four positions.



Many positions. Modifications of some of these forms may be indefinitely multiplied, as in e. Overlapping forms may then be given. Some of the forms evolved by pupils are given below:



(A) Four positions with modifications.

(B) Four positions with modifications.



(C) Four positions with modifications.

(D) The eight-pointed star.

DRAWING AND SPLINT-LAYING.

(Report of lessons given in primary department No. 11, Miss Abbie N. Beale, principal.)

I.

SIXTH GRADE DRAWING.

Draw a vertical line on the black-board. Draw a horizontal line to make a square corner with the vertical line. Draw another vertical line and a horizontal line to make two square corners. Draw another vertical line and a horizontal line to make four square corners.

Draw a horizontal line and an oblique line, so as to make a sharp corner. Draw a horizontal line and an oblique line so as to make two corners, neither of them square. What kind of a corner is this one? (Pointing.) "A sharp corner." What is the other?

Draw a horizontal line and an oblique line to make four corners. Point to the corners, and tell me what kind they are.

What shape is this figure? (A square made of splints.) What can you tell about it? "Its sides are all the same size. Its angles are all right angles." Is this a square too? (Turning the square obliquely.)

Draw the square on the blackboard: Draw it in a slanting position. You may all make squares with splints.

II.

FOURTH GRADE SPLINT-LAYING.

Lay one splint in a horizontal position. With another splint make a right angle to that line. Make another right angle at the other end of the line? How many right angles have you? How many splints have you used? How many horizontal lines have you? How many vertical lines? What can you make with another splint? Who knows anything about the square? "It has four right angles and four equal sides."

Take two splints and make an acute angle inside the square. Why is it an acute angle? "It is smaller than a right angle." Take another splint and make two more acute angles inside the square. What figure have you made? "A triangle inside of a square."

How many right angles have you? How many acute angles? How many sides are there to the triangle? What is the meaning of the word triangle?

III.

THIRD GRADE DRAWING.

You may draw a two-inch square in the middle of your slates. What do you do first to make a square? "Draw a horizontal line." "What next?" "Draw a vertical line at the end of the horizontal line." How long must the vertical line be? "The same length as the horizontal line?" What do you do next? "Draw a vertical line at the other end of the horizontal line." What next? "Draw a horizontal line from the end of one vertical line to the end of the other."

Draw a short vertical line at the middle of the top horizontal line. What is this line that I draw in the air? "A curve." Draw such a curve from one end of the top horizontal line to the other end. What is it called? "A semicircle." Draw another semicircle within it. Draw another still. Draw oblique lines from the outside to the inside semicircle. Call the upper part the top of a door. Make the rest of it like a door. (Square divided and panels drawn.)

DRAWING AND PAPER-CUTTING.

(Report of lessons given in First grade classes in the primary department of grammar school No. 13, Mrs. M. L. Haggerty, principal.)

Come to the blackboard and draw a circle. Draw a vertical diameter in that circle. Draw a horizontal diameter. Draw another diameter. Another. How many diameters can you draw in a circle?

Draw a square. Divide it by a line from one angle to the opposite angle. What have you now. "Two right-angled triangles."

What is the line you have drawn called? "A diagonal of the square."

Draw another diagonal. Can you draw another still? Why not? Draw a line through the center from one side to the other. What do you call it? "A diameter." A square can have how many diameters? Draw the other diameter.

Draw the picture of this (the flat surface of the black-board rubber, an oblong). Draw a line from one angle to the opposite angle. What have you drawn? Draw another diagonal; draw the diameters.

Take your slates. Draw a square. Draw the diameters. In each quarter of the square, draw a circle.

Take square folding papers. How do we fold these

papers to cut a circle? "We fold two oblongs and then four squares" (paper folded to an oblong and doubled). Cut the circle (open edge of the folded paper rounded). Fold your circle so as to make semi-circles. Fold the semi-circles in half. What have you now? "Quadrants." What is a quadrant? Then how many times have you folded the circle?

Fold the quadrants in half and cut off the curved edge. What figure have you? "An octagon." How do you fold a circle to cut a hexagon? "Fold a diameter and fold the semi circle in three equal parts."

To cut an oval or an ellipse, how do you fold the paper? "Diagonally." Fold a square paper so as to form two right-angled triangles, and cut an ellipse (edge of triangle curved). Take the ellipse and cut one end smaller than the other. What figure have you made? "An oval."

TEACHING PENMANSHIP.

BY JOHN HOWARD.

LESSON I.

(Good material is an indispensable requisite. Pupils in country schools are wont to bring old and rusty pens that were used by their grandfathers; these as well as stub-pens, gold pens, and gosse quills are useless. Manila pads, while of value under a pencil, are of no use in connection with a pen. The paper must be hard and firm; the pens fine and elastic and made of steel; the holders of medium length and thickness and made of wood; the ink should be black and flow readily. When the teacher is satisfied that the best utensils have been provided, let her take the platform and give a lesson on position.)

POSITION OF THE BODY.

The body may be placed in one of three positions, depending on circumstances:

1. The front position.
2. The right side position.
3. The partial right side position.

This last named position seems best adapted where desks are small and narrow, and it is one very generally used. The teacher can make all pupils understand it by asking them to sit facing the left corner of the room. Both feet should rest firmly and comfortably on the floor; the chest should be thrown forward, the shoulders back. If pupils are to lean at all let it be from the hips. This is sometimes necessary where the desks are not close enough together.



POSITION AT DESK.

(One of the most annoying faults relating to position is the tendency some pupils have to cross the legs, or to entwine them around the legs of the chair. Both feet must rest squarely on the floor.)

POSITION OF THE HAND.

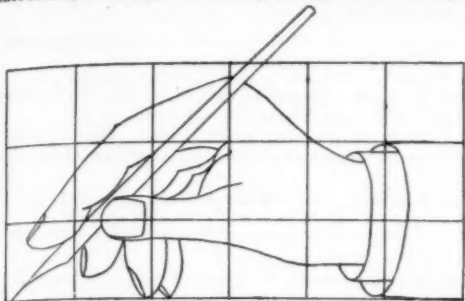
Penholding is the most troublesome thing teachers have to deal with. But a correct position may be taught by this simple plan: *Keep constantly before your pupils a correct drawing of the hand, and frequently, compare the pupils' position with it.* In my own classes I always spend the first minute in drawing the hand on the blackboard. Pupils invariably take great interest in watching the progress of the drawing. A little practice will enable any teacher to do the same thing.

DIRECTIONS.

(The following cut will be of assistance to such as wish to draw the hand: Lay out a figure six inches long and three inches wide and divide it into square inches. Begin at the end of the index finger and draw the upper side; then draw the underside to the third joint, where the holder crosses; next draw the upper line of the pen holder, then sketch the thumb, after which the under line of the holder may be put in; now draw the middle finger, then the third and fourth fingers, taking care that the latter fall on a line horizontal with the point of the pen—complete the third

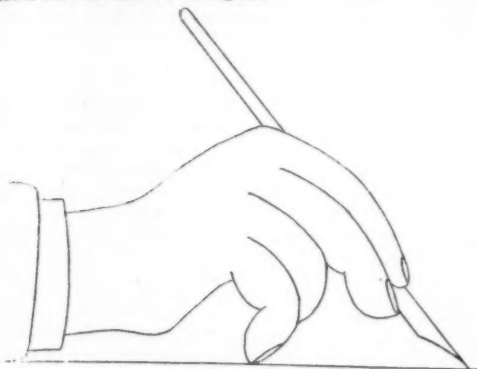
and fourth fingers above the thumb, then the tops of the hand; finally sketch the cuff and coat sleeve.

"If you don't at first succeed, etc."—but you need not make many attempts, for it is much simpler than it seems to be. When once some proficiency, has been acquired try it without the guide



line. Keep such a drawing constantly before pupils until they have seen so much of it that it has become a part of them. In other words, by constant association, they will fall into the method of correct penholding.

The next cut shows the other side of the hand and may be sketched in the same way. It is of great use in showing the position of the third and fourth fingers.)



MOVEMENT.

The movement for business writing is produced by the action of the muscles in the forearm combined with a slight movement of the fingers.

Instruct pupils to rest the fleshy part of the arm immediately in front of the elbow, on the desk, taking care to keep the wrist nearly flat. Then turn the third and fourth fingers under enough to allow the backs of the nails to rest on the paper. To make all pupils understand and practice the correct position of the hand—it is absolutely necessary to keep a drawing of the hand before the class. In my own classes results are fully fifty per cent. better where this is done.

THE FIRST MOVEMENT EXERCISE.

After pupils know what movement is expected of them, let them make eight straight lines about two inches long as in exercise No. 1.



EXERCISE I.

The lines should be made rapidly from left to right by letting the hand glide on the nails of the third and fourth fingers. While pupils are practicing the teacher should count—one count for each line—thus: "One, two, three, four, five, six, seven, eight," etc. Then start a new set. "One, two, three, four, five, six, seven, eight," etc. This is done to secure uniformity of movement and to insure a stroke or sweep quick enough to give a smooth line. While the practice is going on the teacher should intersperse the counting with such remarks as: "Keep the muscle of your arm on the desk." "Let the fist glide on the little finger nail." "The arm swings on a pivot at the elbow." "Don't use the fingers." "Write with the fist."

"Make a quick, clear, sharp, smooth line." "Let your pen-holder point over your shoulder" etc. The object of course in doing this is one of criticism.

Practice exercise No. 1 vigorously for about five minutes then take up in the same way, exercise number 2. Make eight strokes only. Practice about five minutes and then stop.



EXERCISE II.

(This lesson should make all understand the movement and a few minutes' practice of the exercises should give all the ability to let the hand (or fist, as it is sometimes well to call it) glide on the little

finger nail. If it does not, have the class keep the pen off the paper while they let the hand glide over the page on the little finger nail. Ask them to imagine they are drawing the line with the nail of the little finger. After having done this half-a-dozen times, instruct them to lower the pen until it barely touches the paper, and then make the lines in ink. The result of the first lesson should be enthusiasm, a correct idea of holding the pen, and some ability to move lightly and smoothly over the paper.)

ETHICS AND ANIMALS.

It was a very warm spring day when the teacher said to a class of ten or twelve-year old children, "You look very warm and a little tired this afternoon: let's have a little change. Open all the windows, James; now stand—all together—take a deep breath, raise up on your toes and come down again a dozen times. Now, seats again, and listen while I read:

"What do you think of my new team, Mr. Douglas? You know you are the judge of horses in these parts, and I should like your opinion."

The master backed me a little so as to get a good view of them. "They are an uncommonly handsome pair," he said, "and if they are as good as they look, I am sure you need not wish for anything better; but I see you still hold that pet scheme of yours for worrying your horses and lessening their power."

"What do you mean," said the other, "the check-reins? Oh, ah! I know that's a hobby of yours; well, the fact is, I like to see my horses hold their heads up."

"So do I," said master, "as well as any man, but I don't like to see them held up; that takes all the shine out of it. Now, you are a military man, and no doubt like to see your regiment look well on parade, 'heads up,' and all that; but you would not take much credit for your drill if all your men had their heads tied to a back-board. It might not be much harm on parade, except to worry and fatigue them; but how would it be in a bayonet charge against the enemy, when they want the free use of every muscle, and all their strength thrown forward? I would not give much for their chance of victory."

"How many know from what book I have been reading? Yes, you are right; it is 'The Black Beauty'; how many have ever read the book? It is such a common book now in the schools that I thought you would know about it; perhaps we will read it here soon for our talks in language. How many would like that? Yes, Robert, I used to think just as you did, that the horses that held their heads the highest looked the finest, but I have quite changed my mind now. It makes me want to rush right out and unbit the check rein and let the horses' heads go free, when I see them pulled back. You can do something, now you are children, in trying to have grown people see that this is hard for the horses, but when you are grown men and women, you can do a great deal more. Now let us take up the school work again, for you 'look brighter now'."

THE ETHICS OF SCIENCE.

AN OBJECT LESSON.

The aim of the teacher should be to show the pupils that there is good in everything, if we know how to use what we have. Of course this great truth cannot be taught in a day, but some idea of its import can be grasped by immature minds. Children love fruits and flowers, and it is their delight to ramble in the fields. Natural objects should form the basis of all scientific lessons in ethics. Commence with

WATER.

"What is water good for?"

This question will bring many different kinds of answers. "To drink; to water plants; to fill the brooks and rivers; to put out fires; to use in cooking," etc.

The teacher will show that some plants and animals would die, if they had too much water or not enough. Fish cannot live on the land, and land animals cannot live in the water. These facts should not be told, but taught. A skilful questioner will draw all of this information out of the pupils' minds, and a good teacher will never pour it in. Statements written on the board or dictated and committed to memory are hinderances to mental growth, and so obstacles to learning. The value of this lesson depends upon how much teaching it contains and how little telling or copying is demanded.

Suppose a glass of water is placed on the table, and such questions as these are asked: Why cannot a mouse live in water? Why cannot a fish live out of water? Why do men drown when they remain under water too long? Can we drown some plants? Can we not drown water plants?

The lesson to be taught by such questions as the above is that

ADAPTATION IS THE LAW OF THE WORLD.

The idea of adaptation is a difficult one to teach, but it conveys a great truth which, if understood, will pre-

pare the young student to know what is right and what is wrong. The child must learn to use this word in many sentences of his own, before he is asked to define the word he uses. Such sentences as these are samples:

The teeth are made for (adapted) to the work they have to do.

The feet and legs are good for (adapted) for walking.

The arm is made for (adapted to) lifting.

The eye is good for (adapted) seeing.

Bread is good for (adapted to) the stomach.

The idea thus taught is an ethical thought. What is ethical? Simply that the two bones of the lower arm are adapted to the work the lower arm has to do: that the wheat when prepared and made into flour, is adapted to the needs of the body, makes it grow and become strong: the water is adapted to the ten thousand uses to which it is put, etc., etc. THIS IS ETHICS. What then is good? What is bad? What is right? What is wrong? If our readers have followed the spirit of this lesson they will at once see the answers to the questions.

But a higher lesson in ethics is needed, for children must be taught that it is wrong to steal, lie, get angry, strike a school-mate, and do a great many things. Notice, they must be taught. It will not be enough to say, "John, it is wrong to do this," or "it is very wicked to do that," this will frighten them, but not at all build up in them good characters. When a child learns that a certain action is wrong, when he learns it, he will be quite certain to avoid doing it. The great thing to be learned is how can he be taught? The course to be pursued is the same, in general, as has been pointed out in this article, but the special means of accomplishing it will form the subject of another article. In the meanwhile let the reader think over what has been said, for this whole subject is the most important one now before the teachers of the world, especially since the Bible and religious instruction is banished from our schools.

LESSONS WITH FLOWERS.

THE MORNING GLORY.

(If possible let every one of the class have a flower in his hand. It would be a capital thing to have a morning glory in flower in a pot before the class. One teacher planted some seeds on the south side of the school-house and took her class out with chairs to study the plant. The effort in any case must be to induce study of the plant, to note peculiarities of structure, to obtain general ideas concerning plants. Tell nothing that can be seen; a term may be given by the teacher. It is supposed that the terms here given are understood, having been explained in previous lessons.)

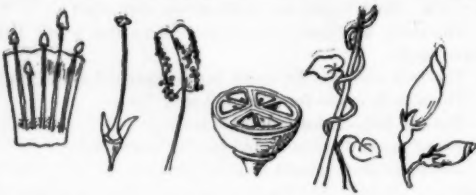


Tell me something about this plant. "It is an herb." "It climbs." "The leaves are alternate." "The flowers are five-parted." "The calyx is persistent." "The flower is twisted in the bud." "The stamens adhere to the corolla tube." "The anther is adnate; it is two-celled." "The stigma has three lobes." Look at the calyx; cut one across. "It has three cells." "In each cell are two seeds." Where do the flowers grow? "In the axils." Let us gather all these points together.

1. It is an herb; climbing; leaves alternate.
2. Flowers regular, five-parted, perfect.
3. Calyx has five sepals.
4. Corolla has five petals twisted in the bud, (supervolute.)
5. Stamens are five, unequal.
6. Ovary has three cells.

Which way does the herb climb? "From left to right." We say "against the sun." Look and see if this is the case with the hop vine when you go home. How does the bud of this plant twist? "From right to left."

I will write on the board twelve terms (writes those in *italics*) and you may point out in this plant the feat-



ure that is described by the term: thus Mary will point out "axil," Henry "stigma," etc.

This plant belongs to the convolvulaceæ; some call them the bind-weeds—because they grow among weeds and bind them together. The sweet potato resembles our plant very much. The botanical name is *Ipomœa purpurea*.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

PEN PORTRAITS OF AUTHORS.

(Children are always interested to know "how people look." The following descriptions may aid the teacher in her work in the literature class.)

Carlyle thus described Tennyson at forty: "One of the finest looking men in the world. A great shock of rough, dusty-dark hair; bright, laughing hazel eyes; massive, aquiline face,—most massive, yet most delicate, of sallow-brown complexions, almost Indian looking; clothes cynically loose, free and easy; smokes infinite tobacco. His voice is musical-metallic,—fit for loud laughter and piercing wail, and all that may lie between."

Mr. Foster, Dickens' biographer, gives this picture of him: "The features were very good. He had a capital forehead, a firm nose, with full, wide nostril, eyes wonderfully beaming with intellect and running over with humor and cheerfulness, and a rather prominent mouth, strongly marked with sensibility. The head was altogether well-formed and symmetrical, and the air and carriage of it extremely spirited. The hair . . . was of a rich brown and the most luxuriant abundance."

Mr. Kennedy, in his life of Holmes thus describes him: "In person he is a little under the medium height, though it does not strike you so when you see him, especially on the street, when he wears a tall silk hat and carries a cane . . . He is quick and nervous in his movements, and conveys, in speaking, the impression of energy and intense vitality . . . When the fountain of laughter and smiles is stirred within him, his face lights up with a winning expression, and a laughing, kindly glance of the eye."

The charming sketch of Washington Irving comes from the pen of G. W. Curtis: "Thirty years ago he might have been seen on an autumnal afternoon, tripping with an elastic step along Broadway, with low-quartered shoes neatly tied, and a Talma cloak,—a short garment that hung from his shoulders like the cape of a coat. There was a chirping, cheery, old-school air in his appearance, which was undeniably Dutch, and most harmonious with the associations of his writings. He seemed, indeed, to have stepped out of his own books."

Mr. Underwood tells us that James Russell Lowell "is of medium height, rather slender, but sinewy and active. . . . Lowell's eyes in repose have clear, blue and gray tones. . . . When fixed upon study or while listening to serious discourse, they are grave and penetrating; in ordinary conversation they are bright and cheery; in moments of excitement they have a wonderful luster. Nothing could be finer than his facial expression while telling a story or tossing a repartee. The features are alive with intelligence; and eyes, looks, and voice appear to be working up dazzling effects in concert."

Of Mrs. Browning, Miss Mitford said: "She was certainly one of the most interesting persons I had ever seen. Everybody who then saw her said the same of a slight delicate figure, with a shower of dark curls falling on either side of a most expressive face. Large tender eyes, richly fringed by dark lashes, and a smile like a sunbeam."

LESSONS IN SHORT-HAND:—VII.

KEY TO PLATE 7.

- 1 Big beg bag book buck book wife youth.
 - 2 Itch edge egg ash ill Al at pack.
 - 3 Mill inch niche knell fetch match snatch badge.
 - 4 Cob knock lock rub tub rum took shook.
 - 5 Wide wives twice few due new musty rusty.
 - 6 Message judge waxen injure muscle deposit nothing earth.
 - 7 Vessel citizen Mark agency hotel hasten maxim.
- Word-signs. 8—Help notwithstanding New York City spoke special knowledge acknowledge several I (or eye).
- Translate La. 9 to 15.

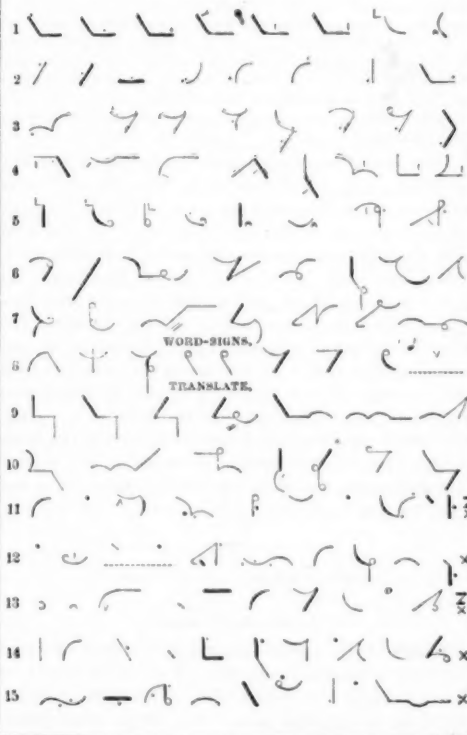
EXPLANATION.

The short vowel signs are made very small and light.

Mnemonic rhymes: Bill gets bat: Lot cuts wood. Kills red rat. Dot does good.

When a second place short vowel occurs between two stems, it is placed by the second. The rule briefly stated is: 2nd place long and all first place vowels, are put by the first stem, and all others by the second. *Wi* is expressed by a small right-angle, and long *u* by a semi-

Plate 7.



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circle. L. 5. Proper names are indicated by a double underscore; as *Mark*, L. 7. Common words are not usually localized. If a word contains two or more stems, it can usually be deciphered even if the vowels are omitted. See L. 6 and 7.

Exercise—Write with vowels: dick Jack pig Ditch dim Jim gem beck bell catch latch patch jam dam rob dock shock shop duck dumb chum gum thumb nook cook dusty valley. Without vowels: Deak cabbage picnic spell early bill many among live heavy damage enough Alabama Tuesday Sunday Saturday discuss this.

Sentences. 1. Amos has his bow in readiness. 2. He is waiting for the ducks to come up to the decoy. 3. Ed is too weak to make his way along the stony path up the slope.

"The Constitution as it is."

It is an acknowledged fact that a medicine may have a beneficial effect in one case, but not in another. When any "specific" or well known medicine fails, the case is either pronounced "chronic," or the patient is made the subject of experiments. All this, of course, is "in the interest of science." And the patient! We had almost lost sight of him. He is "as well as could be expected." But why is it that medical skill is so often set at naught, and why does medicine so often fail? May it not be owing to the difference in the constitutions of the patients? Now in law, there is generally not more than one, or at least two constitutions for several millions of persons, but in medicine, each patient has one of his own. Medicines have not always the same effects upon different persons. "One man's meat is another man's poison." But has no remedy been discovered which never injures and is alike beneficial to all, and is not Oxygen such a one? It is the vital element of the air we breathe. Everybody has tried it, and it agrees with all constitutions. But nature has combined it with nitrogen, and administered in a pure state, it has not proved altogether satisfactory. But, a happy combination of oxygen with nitrogen, in such proportions as to render it much richer in the vital or life giving element has been discovered, and this is Compound Oxygen. We have hundreds of testimonials from patients who have tried it. You will find them in our brochure of 200 pages, a treatise on Compound Oxygen, its nature and results. Brochure and Quarterly sent free. No other genuine one than that manufactured by DIS. STARKY & PALEN, 1829 Arch street, Philadelphia, Pa., or 130 Sutter street, San Francisco, Cal.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co price, 30 cents.

NEWS SUMMARY.

MAY 12.—Large shipments of gold to Europe.—Mr. Cleveland speaks of the dangers of public extravagance.

MAY 13.—Pension Commissioner Raum's son resigns under serious charges.—Signor Corte, Italian consul at New Orleans, recalled.

MAY 14.—Parnell's supporters desert him.—President Diaz, of Mexico, opposes extravagance.—The Pope's encyclical discusses labor and socialistic questions.—A large decrease of exports from U. S. to Great Britain.

MAY 15.—American gold flowing into Russia. That country is introducing a new rifle which will prevent her from engaging in war for at least three years.

MAY 16.—Russia threatens to use force against Turkey unless the Dardanelles is opened to commerce.—Grip prevalent in London.—Mr. Gladstone ill.—A new ministry in Portugal.

MAY 17.—Carriage makers to fight the wheel "trust."—A fire in Muskegon, Mich., renders hundreds of people homeless.—It transpires that the cause of the attack on the Czarnowich was that he offended Japanese religious sentiment by visiting a shrine without removing his boots.

THE ERA OF PEACE HAS NOT COME.

Philanthropists delight in looking forward to the time of peace and good will among men, but it is evident that it has not arrived yet. However, these are signs that the time may come when all disputes between nations will be decided by arbitration. Such widely separated nations as the United States and Switzerland, whose interests are not liable to conflict, can afford to adopt an agreement that disputes shall be submitted to arbitrators, as was recently done. It may be noted also that France and Great Britain left for the decision of disinterested parties the Newfoundland lobster controversy. The Pan-American conference last year adopted a scheme of arbitration which was signed by most of the delegates, but was formally rejected by Chili. Some countries, as, for example, Mexico and the United States, now have agreed to settle disputes peacefully. There are objections, however, arising from the impossibility of foreseeing the nature of the quarrel, that will prevent for many years the adoption of a general plan of arbitration.

BOERS IN MASHONALAND.

The report comes from South Africa that about 20,000 Boers intend to invade Mashonaland, a fertile country lying between the Transvaal republic and the Zambesi river. The British who claim this land have protested, but President Kruger, of the Dutch (Transvaal) republic says that he is powerless to prevent an invasion by so large a body. Enterprising Englishmen have explored the country north of the Transvaal, and sent home glowing accounts of the fertility of the country. Although the Boers lacked the enterprise to make this discovery for themselves, they are not averse to reaping the benefits of it. Cecil Rhodes, the young premier of South Africa, has too sharp an eye on British interests to allow the prize to be taken away from him, and he will probably make a protest that will cause the Boers to give up the expedition. The Boers are not slow in appropriating any unoccupied land. The greater part of Zululand was regarded as free territory, but the Boers took possession of it three years ago. Then they invaded the country west of the Transvaal, but the British protested so vigorously that the states they founded under the names of Goshen and Stellaland died in their infancy.

THE AUSTRALASIAN CONSTITUTION.—The federation will be known as the Commonwealth of Australasia, and the legislature will consist of a senate and a house of representatives, to be called a parliament. There must be a session of the legislature every year. The members of the lower house will be chosen by the people, the basis of representation being 30,000. Parliament is to regulate commerce, coinage, trade, etc. The executive power is to be vested in the queen and exercised by the governor-general.

RUSSIA PAYING HER DEBTS.—Russia has just now a great need of gold to pay the Dutch loans of 1890 and 1890. There was a great call on London and Berlin for the metal, but as Russia could not be supplied without too much of a drain, American gold was sent over to supply the deficiency. This will return to the United States in time. Why are gold and silver used as money?

GERMAN PRESS CENSORSHIP.—A ridiculous and unjust decision has just been made that proofreaders are responsible for articles that appear in newspapers. In the case on which the ruling was made the editor had already been punished, which ought to have been sufficient. The proof-reader admitted having read the article and made some slight alterations. For this offence he is undergoing four months' imprisonment, wearing a striped suit and making matches.

A SILVER BRICK FOR THE PRESIDENT.—While the presidential party was in Leadville, Colo., the smelters of that city gave President Harrison a silver brick weighing eighty ounces. The ladies of the party received silver spoons, bullion bars, and other presents. Which are the silver-producing states?

RIOT IN CHINA.—At the treaty port Woo-Hoo, province of Ngan-Hwui, the Chinese burned the Roman Catholic mission, the custom house, the British consulate, and other European buildings. The wife of the British consul, disguised as a Chinese woman, escaped to a vessel moored in the Yang-tse-Kiang. The riot was caused by anti-European feeling. Her Majesty's warship *Inconstant* has been ordered to Woo-Hoo.

MANY FOREST FIRES.—During the dry weather many fires have occurred. The central portion of the southern peninsula of Michigan has suffered severely. The flames spread over a region 130 miles long, including a dozen counties, and many hamlets were destroyed. Several railroads stopped running trains. Many parts of Pennsylvania and Wisconsin were also ravaged by fire.

PENNSYLVANIA'S COAL FIELDS.—Important discoveries have lately been made in the coal regions. Thirty years ago it was feared that the anthracite coal beds would be exhausted by the close of the century. More coal has recently been found in Lackawanna and Susquehanna counties than has been mined since the first opening was made. What substances are allied to anthracite coal?

A NEW HALIFAX CABLE.—This year a new cable will be laid connecting Halifax, N. S., with the West Indies and British Guiana. The British government has been strengthening the defenses all along our coast. The mounting of the new twelve-inch gun at Halifax has been followed by the throwing up of earthworks at Kingston, Jamaica. It is believed that the cable is a part of the plan of defence of these widely separated British provinces. England and France, it is evident, are jealous of the connection of the United States with the Nicaragua canal scheme, and it is said that capitalists from those two countries will complete the Panama canal, not that it will be profitable, but to offset that of Nicaragua.

NEW HAMPSHIRE'S MONUMENT TO THORNTON.—A monument will be erected to the memory of Matthew Thornton, who was a surgeon in the expedition against Louisburg in 1745, and was president of the convention that declared New Hampshire to be independent of Great Britain. It will be placed at Thornton Ferry in the beautiful Merrimac valley. Describe the expedition against Louisburg.

JAPANESE HATRED OF FOREIGNERS.—From Tokio comes the report that the Czarowitch was attacked and received a sword wound while returning with Prince George of Greece from a place of amusement. One story is that they had a conflict with police officers, and another is that a person who belongs to a society that is noted for its hatred of foreigners tried to assassinate the Czarowitch. At all events, the affair is doubtless due to Japanese aversion to Europeans.

CENTER OF POPULATION.—A monument at the center of population of the United States was unveiled recently twenty miles east of Columbus, Ind. It is of limestone taken from Bedford, Ind., quarries, weighs four tons, and is fifteen feet high. The inscription is: "Center of Population U. S." Tell about the westward movement of the center of population.

TRANSIT OF MERCURY.—Prof. Brooks, director of the Smith observatory, Geneva, N. Y., observed the transit of Mercury May 9. The sky was clear and the observations were successful, considering the low altitude of the sun. Prof. Brooks entertained a large number of visitors with views of the transit until sunset. Explain what is meant by the transit of a planet.

POLAND'S CENTENARY.—The centennial anniversary of the acceptance of the last constitution of Poland has just occurred. It abolished feudal, class, and aristocratic privileges, and secured equality before the law. Upon the death of Stanislaus II., the reigning king, the succession to the throne was to be hereditary, instead of elective, in the family of the elector of Saxony. The adoption of this constitution led to the extinction of Polish independence. What great powers took part in the division of Poland?

A SOUTH AFRICAN WAR EXPECTED.—It was reported that the Boers were prepared for an invasion of Mashonaland, Manicaland, and other South African territory, for the purpose of establishing the so-called "Republic of the North." This is the territory now in dispute between Great Britain and Portugal. The Boers have not forgotten how they triumphed over the British troops by their superior marksmanship in the war in the Transvaal. The Cape colonies have become very indignant over the inaction of Great Britain, and say that if the home government does not take any action to keep back the Boers it is time for them to declare their independence. Who are the Boers?

OF SPECIAL INTEREST TO PUPILS.

TRAVELS IN EASTERN TURKESTAN.—The Brothers Grumt Grijmallo who have just returned to France from Turkestan, brought with them thousands of specimens of animals and plants. Among the animals are the primitive, wild type of horses, the progenitors of the domesticated breed. Wild camels were also seen, but none of them were captured. In the so-called desert lying south of Hami in Chinese territory are the Tagueta mountains, varying from 9,000 to 10,000 feet in height. South of these is a cultivated and inhabited steppe. Some important ruined cities were found near Dga, a town south of Turfan.

TERRA DEL FUEGO'S INHABITANTS.—The Indians in the northern half of this country, called Onas, are very large, some of them measuring six and a half feet. They wear nothing but skin over their shoulders, and their only ornament is a bracelet or collar of shells. Procuring food is their sole work, and they are very warlike; their weapons are bows and arrows. The women carry the bundles, prepare the camps, feed the fires, and take care of the babies. The people move from place to place in search of game. The country is well adapted to stock raising, and it is believed that in a few years this part of the island will be covered by the flocks and herds of ranchmen.

THE FIJI ISLANDS.—A generation ago the name Fiji was a synonym for the most repulsive savagery. Cannibalism was very common. In 1871 Great Britain was induced to accept the protectorate and made a brief experiment of constitutional government under a native prince, which failed. Then Great Britain assumed the sovereignty, securing, at the same time a wished-for port of call on the route from Australia to Panama. The policy has been to do away with barbarism, but to treat the natives as kindly as possible. Cannibalism and slave-trading in the South sea have greatly decreased under this policy.

CAPTAIN ROGET'S DISCOVERIES.—One important result of this explorer's recent trip for the Congo state was his discoveries in regard to the Welle-Makua river. It is the greatest tributary of the Congo, being over 1,500 miles long, and exceeding in length all the rivers of Europe except two. We already know that in two places further down the river there were rapids, but it was nevertheless hoped that the Welle-Makua would furnish a grand highway for trade almost to the Nile. Roget has found, however, that massive rocks thickly sprinkled over the river bed form such an obstruction to navigation as to render the river hardly passable for small native canoes. The river is also of great width and slight depth, and he has no faith that it will ever be possible to utilize the Welle-Makua in that region for steamboat navigation. The hope, therefore, that this river, throughout nearly its entire length, may become useful in forwarding white enterprises, will probably be abandoned.

MOUNTAIN DWELLERS.—The city of Potosi, in Bolivia, South America, is 13,330 feet above sea level. Galera, a railway station in Peru, has an elevation of 15,635 feet, and near it, at the same level, a tunnel 3,847 feet long is being driven through the mountains. Leadville, Colorado, is 10,200 feet above the sea. But the highest elevation, it is said, at which any regularly inhabited dwelling is found is that of a Buddhist monastery in Thibet—16,000 feet.

THE MONGOLIANS LIKE WHEAT.—The Chinese and Japanese are acquiring a taste for wheat bread. If these 500,000,000 people should discard rice and adopt this grain as food, it will be a fortunate thing for our farmers. Russia would become a competitor with the United States and would find a market in China and Japan for a large part of the wheat of Siberia and provinces west of it.

CEYLON'S ABORIGINES.—The Veddas are the aborigines of the island of Ceylon, and are a very remarkable people. The pure, unmixed Veddas are now hardly more than 200 or 300 in number, and they therefore cut a very small figure in an island that has over 2,000,000 population. They are scattered among the forests on the east side of the island, and are difficult of access, because the traveler must provide himself with provisions for the journey across the island if he wishes to visit the natives in their almost unexplored territory. They live in small huts made of the bark of trees. Cingalese are hired to build these, being paid in meat, honey, and wild fruits. When they cannot get Cingalese to do this work, they seek shelter between the rocks. The natives have a chocolate-colored skin. The nose is broad and fleshy, the lips swollen, and the chin pointed. The upper lip and chin of the men is covered with a small growth of hair. The hair of the head falls down to the shoulders like a dark mane, and is very unkempt. The life of the Veddas is of the simplest kind imaginable. A bow, arrows, hatchets, two small pieces of wood for kindling fires, a tortoise shell for a bowl, a girdle for the waist composed of leaves and creepers—these comprise their whole household goods. They are remarkable for their truthfulness.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

A WELL STATED CASE.

I have been a reader of THE JOURNAL for over twelve years, as your books will show, and have relied upon the advice it has given, believing it to be sound. The effort of the editors has been to improve the teachers; it has been stated over and over again that good teachers were needed, and that these would be properly remunerated. I graduated from a normal school, and began to teach at twenty-five dollars per month. I now receive one hundred dollars per month, and there is no likelihood that I will get more unless I enter into politics and get some influential man to help me to a superintendency in a small city, or possibly a principalship in one of the large cities. I know I am a good teacher; I can bring numerous testimonials to prove this; but they will not help me to get a better situation. If I am advanced at all it will be by means of an "educational bureau." This I do not like to turn to, for it would seem that merit ought to be sufficient.

I notice that men I know to have very moderate merits have got places that pay much better than mine; one who graduated low in the same class with me has been smart enough to get a place that pays him one hundred and fifty dollars per month. He maneuvers with the politicians. I am becoming discouraged. The case seems to me quite hopeless. I had believed that there would be such a thing as a profession of teaching, and only those who made a profession of it would be allowed to teach, but I now think this will not be so in my day—if at all. There is a young man assisting me who has taught for two years, was before that time a clerk in a drug store, holds a second grade certificate, and yet ranks as well as I do among the people who do not stop to think what I have done to make myself a competent teacher. If I should leave here he would probably be chosen as my successor.

The idea of making teaching a profession is a noble one. If it could be accomplished I would have some recognition at all events. What can be done to help this? Is it likely to come to pass? I met with a teacher from New York last summer who laughs at the idea; he says politics is what gives a man a place there. Is the case a hopeless one?

B. B. W.

NO SMOKING.

I like everything in THE JOURNAL except that it does not say enough about the non-use of tobacco. This sounds queer, I know, to say I don't like what you don't do, but so it is. I graduated from the State Normal school at —, before I went there I had heard so much about the principal, Prof. — that I was prepared to adore him. When I came near him the first time his breath smelt so horribly that I lost all reverence; it reminded me of the breath my old grandfather blew into my face when I, as a child, went to kiss him. Well, I said little of course. One day some of the graduating class went out botanizing and I was invited to go along. We sat down in a beautiful spot at noon to lunch; after lunch the young men with one exception drew out cigars and began to smoke, one of those young men was so poor that the ladies in the church in his town lent him money to go to that normal school! When I alluded to the smoking one young man said, "Well, Prof. — smokes." I began to wonder when the influence of Prof. — would end! A good many young men have graduated from that school, under Prof. —, probably 500. If each teaches ten new boys to smoke each year for 25 years, why that makes 125,000! Think of it!

To go a little further, Prof. — went to an institute to address the teachers of — county. I was traveling back to school and was waiting at a station, when I came Prof. — with another man. They sat on the other side of the room and smoked and spit for two hours. You will pardon me if I got nervous and disgusted. There was my revered principal with a plug hat on, drawn over his forehead, his feet stuck out, a cigar between his teeth, and spitting, spitting, spitting. In those two hours, he spit 100 times at least. Am I wrong to dislike smoking? Am I wrong to teach boys to let tobacco alone? And finally, ought not men teachers to deny themselves the use of tobacco? St. Paul puts it, "If my using meat causes my brother to sin I will eat no meat?"

Brooklyn.

C.

THE STATE FLOWER.

In a late number of your paper were some good words about voting for the state flower. This is a matter of some importance, and it is needful that the children be so instructed that they will vote with understanding, and not help to put forward an abominable weed instead of a flower! It is true that the golden-rod in full bloom makes a fine show, but it is "a gay deceiver," which crowds out the beautiful clover, timothy, and other valuable grasses. This spring I have been obliged to plow a field that would

otherwise yield convenient pasturage, and all through the coming summer a bicycle cultivator and horse will be vigorously worked among the rows of verdant corn and potatoes, in order to subdue the pesky golden-rod! Why not select the clover? It is among the first flowers to greet the farmer, and afford delight to the honey-bee; it is valuable for forage, and unequalled as a fertilizer. Select some flower, but do not vote for the golden-rod!

202 Spencer St., Brooklyn.

D. P. HORTON.

THE CAUSES OF POVERTY.

Some remarks THE JOURNAL made on the causes of poverty and the way out attracted my attention. Henry George says "it is not capitalists that enslave the people it is their own ignorance," so that education of the right sort is the remedy, and this is your view of the case. But Henry George goes further, and so do I. I believe whenever our social system is based on justice and made to conform to the Golden Rule, involuntary poverty will flee away, and education of the right sort can never obtain sufficiently under a system which is built on injustice to abolish poverty. If you will turn your gaze on the millionaire you will see the tramp and the millionaire are complements of each other. All wealth being produced by the application of labor to land, if some have more than their share others must have less. Whoever owns the land of any country owns the people. President Brown says, "Men cursed by the damnable economical vice of laziness and thriftlessness." For a man of his attainment to blame the slaves produced by a faulty system for being lazy and thriftless is little short of a crime, for these vices are not the cause of poverty. There are thousands of men able and anxious to work who cannot get work.

J. G. H.

The causes of poverty and the way out have the closest relation to education. The writer of the above has been reading books, especially Henry George's book on "Progress and Poverty," which is full of misstatements and is wholly unphilosophical. There is no room for a discussion of this theme here, our pages are for other subjects; but the teacher should know and feel that he is engaged for a work that will prevent and remove poverty. 1. We must all admit that a decent living in this world demands exertion, sometimes the severest toll; it is a condition of existence. 2. We have had enough examples to find a general law; it appears for everyone who has health there are five qualifications by which one climbs out of poverty into comfort: (1) General education, ability to read, write, and compute, and a general knowledge of Men and Things. (2) Special education—that is a knowledge of some art, as teaching, or working in wood or iron. (3) Industry, the body trained to apply itself so that it is "diligent in business." (4) Economy; the money earned held to with self-denial until it is sufficient in quantity to be employed as a power. (5) Moral stamina—firm determination to do right, a firm faith in God; firm against intemperance of all kinds. The office of teacher and parent is to train children to these qualifications. (It must be noted that the Creator has implanted the germs of all these in the human breast.) 3. The writer should look at facts—the facts around him, rather than take the utterances of agitators. The statement that there are "thousands of unemployed" is not a fact. There is a scarcity of laborers, or (1) the ships would not discharge 5,000 immigrants per week (2); wages would not keep raising (3); the farmers are crying for laborers (4); house-servants are most difficult to get. 4. It is a humbug that if everybody had his share of land everybody would be happy. One hundred and sixty acres of land may be had by the "tramp" if he will go and select it. The flocking of people from the landed ports of the country to the cities shows, they don't hanker for land. 5. President Brown said a good thing—the virtue of industry and energy gave America the reputation that there was no poverty here all over the world. Teach your pupils the five steps and don't discuss the vagaries of Henry George with them. There are a good many men muddling their heads over theories. Suppose now in your town a boy of fourteen years leans on you for direction, so that he may be successful in life (suppose he is your son) what will you do? Why, you will "bring him up" on the lines of those Five Steps to Success.

Will you suggest a program for a school exhibition that will be strictly entertaining?

Marquette, Montana.

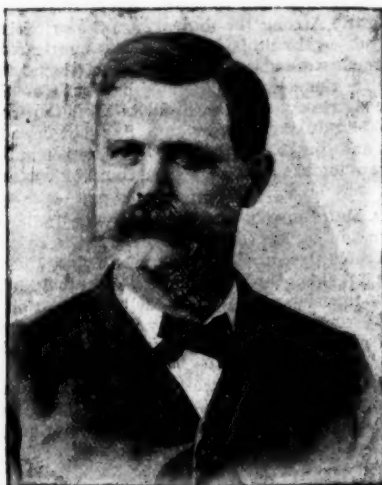
G. S. B.

School exhibitions when properly arranged can be made educational. Many programs could be suggested, but the following seems to be good:

1. Opening. Song by a class adapted to the season of the year, and the character of the audience.
 2. Recitation. Greeting.
 3. Essay. "Motives," or "A Story." This will depend upon the age and character of the class.
 4. Charade. Acted. This can be taken from some book of dialogues, charades, etc., in which many may be found.
 5. Singing by the whole school.
 6. History exercise, by a class with drawings on the board and some stories recited.
 7. Dialogue.—Laughable.
 8. Song by a young lady.
 9. Geography with map-drawings executed before the audience.
 10. Dialogue by little girls in costume.
 11. Song.—General, by whole school.
 12. Rapid exercises in quick addition. This can be made very interesting to the audience, who will involuntarily join in the solutions.
 13. Recitations by smallest children, in some character-pieces. These can be found in Educational Journals.
 14. Close by having some general recitation or song, that shall include as many of the school as possible.
- Programs should be planned to be instructive as well as entertaining.

There is no doubt but what Hood's Sarsaparilla is the most popular spring medicine.

THE EDUCATIONAL FIELD



JOHN MERLE COULTER.

John Merle Coulter, the recently-elected president of the University of Indiana, was born of missionary parents in Ningpo, China, in 1851. He graduated in 1870 in Hanover college, Indiana, and did post-graduate work of Harvard university for two years under Dr. Asa Gray and Professor Goodale. In 1880 he was laboratory assistant to Dr. Goodale in the Harvard summer school of botany. For two years he was botanist to the government surveys under Dr. Hayden, reporting upon the flora of the National park region and the Colorado mountains. His first botanical writing was in connection with these surveys, the "Synopsis of the Flora of Colorado," being the final result. Since that time he has been an unremitting contributor to botanical literature, founding in 1875 the *Botanical Gazette*, of which he still remains chief editor. He was early associated with Dr. Gray in his series of botanical publications, first preparing the "Manual of Rocky Mountain Botany," and recently, in connection with Dr. Watson, revising the well-known Gray's manual. He has published monographs of several difficult orders of plants, and is at present employed by the department of agriculture to prepare a monograph of the cactus family, and also a manual of Texan botany, which latter work is now passing through the government printing office. He has been president of the Indiana Academy of Science, and is now president of the biological section of the American Association, and of the Western Society of Naturalists.

From 1874 to 1879 he was professor of natural sciences in Hanover college, his alma mater, and since that time has been professor of biology at Wabash college, Crawfordsville, Ind.

Professor Coulter is a natural teacher, and has the art of inspiring enthusiastic work; and upon the election of his friend Dr. D. S. Jordan to the presidency of Stanford university, Professor Coulter was universally looked to as the suitable person to become his successor.

ALABAMA.

The summer school in this state will begin August 17, 1891, and continue four weeks. The work will be closely connected with that of the fall term, and will be under two heads:

A.—The Peabody state normal institute having in charge professional work, including methods of study and instruction, school organization and management, and practical psychology.

In methods-work, the common branches will be taken up and reviewed for the art, science, and philosophy therein, and this work will be made interesting and profitable, both to the student and teacher taking it.

To correspond with the college course, the work will be divided into a three years' course, to be done at the institute, and the three intervening terms to be done at home by those who enter upon the course for state certificates, on the following conditions:

1. The filing of college diploma or other satisfactory evidence of scholarship and culture.
2. Filing of evidence of successful teaching and good character.

Two sessions of the state normal institute have already been held under the joint support of the Peabody fund trustees and the state normal college. Under the fostering care of Dr. J. L. M. Curry, this agency may be ex-

pected to do a great work in the professionalization of Alabama teachers.

As many desire to pursue this professional course and secure a state certificate, whose scholarship may be lacking, and as the regular work of the college coming during the summer term gives the needed opportunity, they are able to offer:

B.—The normal college work under the various professors and upon the college course.

Teachers and students desiring to attend the summer term will find full information as to expense, travel, etc., in the college information.

The success of the sessions of the Peabody state normal institutes, held in 1889 and 1890, give strong assurances for the future sessions of the summer term, combining that institute and the opening term of the college year. The instructors will be as follows:

Solomon Palmer, A.M., 1890, president East Lake atheneum.

J. A. B. Lovett, A.M., 1889, president Blountsville college.

Geo. R. McNeill, A.M., 1890, president LaFayette college.

E. M. Shackelford, A.M., 1889-90, Troy state normal college.

W. E. Griffin, A.M., 1889-90, city superintendent.

J. M. Dewberry, L. I., 1890, Troy state normal college.

Miss M. J. Moore, 1889, model school director, Troy state normal college.

Miss Lelia C. Eldridge, 1889, drawing, Troy state normal college.

Miss Collie Gardner, 1890, sand-molding and callisthenics.

THE American Institute of Instruction will hold its annual session at Bethlehem, New Hampshire, July 6, 7, 8, and 9, 1891. The organization includes Ray Greene Huling, New Bedford, Mass., president; Augustus D. Small, Allston Mass., secretary; James T. Webster, Malden, Mass., treasurer. The subjects in the outlined program embrace liberal education from the kindergarten to the university, with papers by Miss Lucy Wheelock, Mr. Charles W. Hill, Dr. Bancroft and Dr. Royce; physical education in esthetic and pedagogical aspects. Comparison of athletics at home and abroad and the movements for physical training in Boston schools, with papers by Dr. Emerson, Dr. Enesbuske, Dr. Hartwell and Dr. Mowry; manual training by Prof. Woodward; education of the will with paper by Rev. Dr. Hyde followed by discussion of the subject from various superintendents and principals. Dr. W. T. Harris will give an evening lecture. The aim in arrangement of program has been to concentrate the work upon a single subject for a day including voluntary discussions from all members of the institute—a new feature in the planning for work at summer associations.

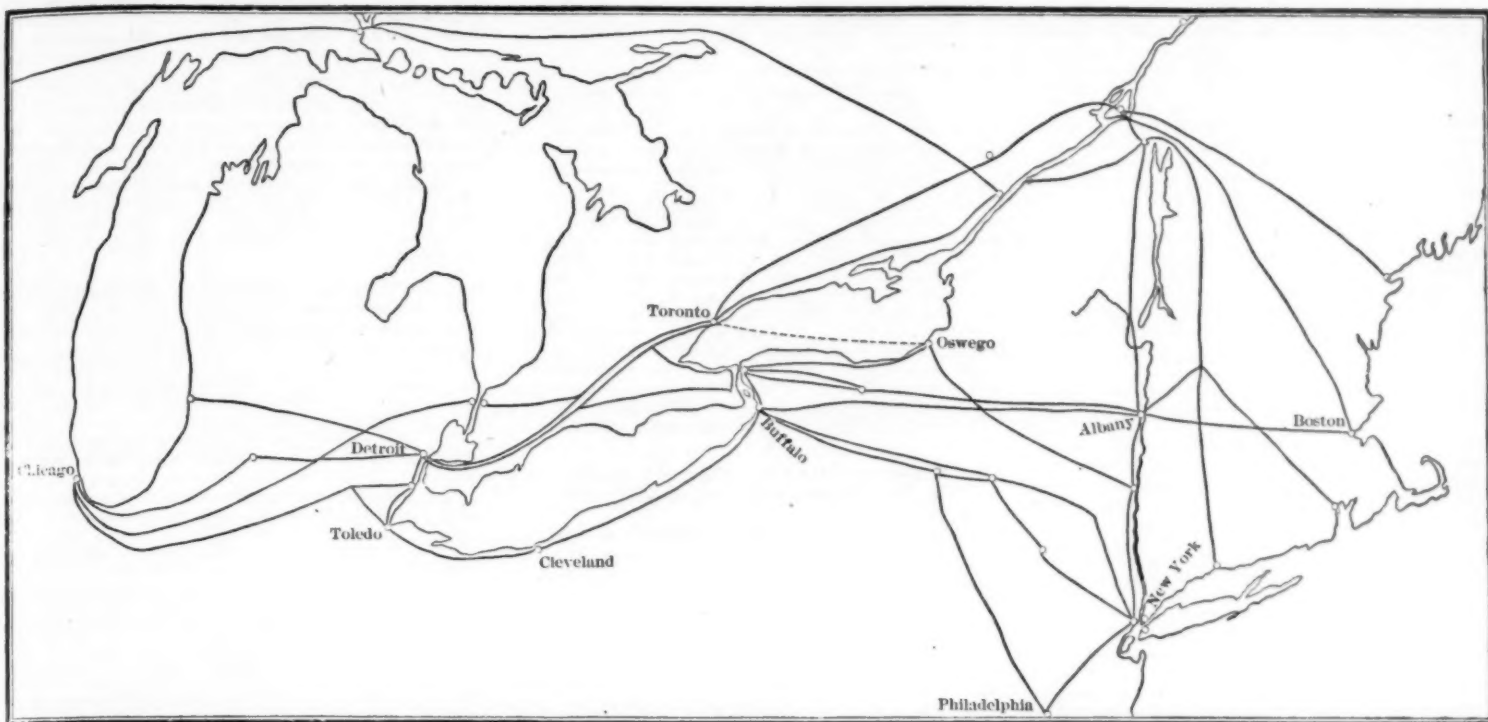
The location selected for the institute is one of continued popularity. Those in attendance upon former sessions of the institute at this place have not failed of appreciation and enjoyment of the advantages found here for visiting mountain scenery, and getting the necessary tonic to body and mind that is the great need for a teacher's vacation.

Arrangements have been made by which members of the institute may go from Boston via Bethlehem to Toronto and return by the payment of \$18.10, which includes membership to both associations. In this way attendance to both great educational meetings will be made easy.

Prof. John F. Woodhull, superintendent of exhibits for the New York State Teachers' Association, asks that all who intend to send work should write him at once, as no space will be assigned after June.

A certain definite portion of the room will be assigned and reserved, July 6. If not claimed at that time it will be assigned to others. The work should be labeled and arranged so as to show the plan of instruction, and a large label should accompany each exhibit showing what school or schools are represented. The mounting should be done on strong cards of decidedly neutral coloring. Work should be arranged in the order of Construction, Representation, and Decoration, and the Construction Drawings on the top row, the Representation the middle row, the Decoration the bottom row. Grades should be designated in years, fourth year meaning that the child is doing the fourth years' work in the school, etc. The age of the pupil should be put on each sheet, as it has so much to do with determining the relative character of the work produced. The exhibit should be addressed to Sup't of Exhibits, Congress Hall, Saratoga, N. Y., with the name of the sender put in one corner that the box may be delivered to its proper place in the hall. The expressage must be prepaid. No boxes will be received upon which there are charges. Address, Prof. JOHN F. WOODHULL, at 9 University Place, New York City.

NATIONAL EDUCATIONAL ASSOCIATION,—Toronto, July 14-17, 1891.



THIS map shows pretty clearly the railroads by which one may reach Toronto. There are five direct roads from New York to Toronto. There are certainly five roads from Chicago and the West. More special information will be found on this page in succeeding weeks. Everything that will be of importance for members regarding travel will be found here.

We are greatly pained to learn, on going to press with this issue, of the decease of Mr. Charles W. Brown, lately of The American Book Company, but for many years at the head of the educational department of D. Appleton & Co.

THE opportunity, presented at the Teachers' Retreat at Chautauqua during the coming session, of becoming more familiar with the new methods of instruction in daily

operation at the Cook County Normal school, Ill., will doubtless attract a large number of students. The principal, Col. F. W. Parker, and a large proportion of the instructors at the Retreat are from that school, and will illustrate by actual teaching the wide spread theories of the new method. This showing how a thing is done, instead of saying how it ought to be done, is the great need of summer schools. Teachers who have read with interest of their method of instruction will now be prepared to see its spirit infused into actual work with the children.

THE following is the educational calendar for the Chautauqua Assembly for 1891.—July 1, opening of the season; July 4, opening of all educational departments; July 14-17, teachers' excursion to Toronto convention; July 25, closing of the pedagogical department; August 14, closing of the college of Liberal Arts; Aug. 24, formal closing of the season. All the exercises at Chautauqua may be classed under two general divisions: (1) The Public

Daily Program, (2) The Educational Classes. Under the last named division, are included, College of Liberal Arts, Teachers' Retreat, sacred literature, music and physical education.

The faculty of the College of Liberal Arts comprise Lewis Miller, Ohio, president; William R. Harper, Conn., principal; John H. Vincent, New York, chancellor; John H. Daniels, Conn., registrar; and thirty-two other names of prominent educators as instructors. It will include English, German and French language and literature, preparatory Latin and Greek, college Latin and Greek, physics, chemistry, mathematics, geology, mineralogy, botany, history, political economy and social science.

The schools of sacred literature embrace, the Bible, in English, Hebrew, Greek and ancient versions, Biblical literature, history and theology, Hebrew, Assyrian and Syriac languages, and the New Testament Greek; eight special lectures by prominent professors will be given in connection with this work.

The Teachers' Retreat will have the following instructors

[SEE PAGE 352.]

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last winter's
siege. Re-
call how try-
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were the frequent changes of the weather. What was it that helped you win the fight with disease, warded off pneumonia and possibly consumption? Did you give due credit to **SCOTT'S EMULSION** of pure Norwegian Cod Liver Oil and Hypophosphites of Lime and Soda? Did you proclaim the victory? Have you recommended this wonderful ally of health to your friends? And what will you do this winter? Use Scott's Emulsion as a preventive this time. It will fortify the system against *Coughs, Colds, Consumption, Scrofula, General Debility, and all Anæmic and Wasting Diseases (specially in Children).* **Palatable as Milk.**

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Francis W. Parker, Illinois, principal; Prof. J. T. Edwards, N. Y.; Prof. W. D. McCintock, N. Y.; William M. Giffin, Sarah E. Griswold, Helen Maley, Wilbur S. Jackman, Francis W. Parker, and Frank Stuart Parker of Cook County Normal School, Ill. The subjects included are psychology, pedagogics, art of teaching, elementary science, numbers, structural geography, relation of studies to primary teaching, physical development, experimental science, historical English grammar and Shakespeare, and penmanship. Dr. William T. Harris, U. S. Commissioner of Education, and others, will lecture on educational topics during the session of the Retreat.

The departments of physical culture and music present most attractive programs with many well-known names as instructors. Miscellaneous classes in a wide range of subjects, with reasonable tuition, will also be available during the summer term of study.

The work outlined for this summer is far in advance of anything previously offered. It is more thorough and scientific throughout. The intention is to accomplish as much in the six weeks' session here as is usually accomplished in one college term. Besides these advantages, students have the benefit of assembly lectures and entertainments, and numerous facilities for recreation.

The National Summer School of Methods will hold its annual session at Glens Falls, N. Y., commencing July 21, 1891, and continuing three and one-half weeks.

The general course will include, school of primary methods, grammar methods, manual training, kindergarten and general principles of education. An academic department will be opened this year, to meet the wants of those who wish to take an advanced course at the same time with their study of methods.

A new department of supervision and normal training has been established under the following well-known instructors: Dr. E. E. White, Ohio; Prof. Hinsdale, Michigan; Miss Anna Badlam, Me.; Supt. Dutton, Mass.; Prof. Apgar, N. J.; Supt. Marble, Mass.; Supt. Greenwood, Mo.; Miss Sarah L. Arnold, Minn.; Supt. Aldrich, Mass.; Dr. E. A. Sheldon, N. Y.; Prof. J. J. Mapel, Wis.; James M. Sawin, R. I.; Dr. Wm. J. Milne, N. Y., and Prof. Charles F. Carroll, Ct.

The united summer schools, which make up the National, have had such a large number of students in the past years, that it is well-known, and the prominence of the faculty in the educational world give sufficient guarantee that the work promised this year will be faithfully carried out. The low price of board at Glens Falls, and the inexpensive excursions possible from that point, are a great inducement to those seeking to combine instruction and recreation in a vacation. A special railroad circular will be issued about the first of June, which will be sent to all applicants.

EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15, and 16. Pres., W. R. Garrett, Nashville, Tenn. Sec., E. H. Cook, New Brunswick, N. J.

Florida State Association, Tampa, March 11.
American Institute, Bethlehem, N. H., July 6 and 7.
Pennsylvania State, Bedford, July 7 to 9.
Teachers' Assembly, Morehead City, June 16.
Southern Teachers' Assoc'n., Chattanooga, Tenn., July 7 and 8.
New York State Association, Saratoga, July 7-9. Pres., James Milne, Oneonta, N. Y.

Alabama State Association, East Lake, July 1-3. Pres., James K. Powers.

Southern Illinois Association, Mt. Vernon, Aug. 25.
Business Educators' Association of America, Chautauqua, N. Y., July 14-24. Pres., L. A. Gray, Portland, Me. Sec., W. E. McCord, New York.

Northwestern Teachers' Association, Lake Geneva, Wis., July 1, 2, 3, and 4.

South Carolina State Teachers' Association. In summer. Place and exact time not decided. Pres., W. H. Witherson, Winston, S. C. Sec., A. Banks, Rock Hill, S. C.

North Carolina State Association, Morehead City, June 16-30. Pres., Chas. D. Melver, Charlotte, N. C.

Sec., E. G. Harrell, Raleigh, N. C.

Missouri State, Pertle Springs, June 23, 24, 25. Pres., Prof. A. F. Fleet, Mexico, Mo.; Sec., Supt. A. S. Coker, Fredericktown, Mo.

Maryland State, Ocean City, June 6, 7, 8. Pres., Prof. Jno. E. McCaban, City Hall, Baltimore, Md.; Sec., Albert E. Wilkerson, Baltimore, Md.

West Virginia, Buckhannon, July 7. Pres., B. S. Morgan, Charleston, W. Va.

Georgia State Teachers' Association, Brunswick, April 29-30, May 1. Pres., H. S. Walker, Augusta, Ga.; Sec., A. R. Johnson, Augusta, Ga.

Ohio State Association, July, Chautauqua, N. Y. Pres., G. A. Carnahan, Cincinnati, Ohio.

Texas State Association, Austin, June 23, 24, 25, 26.

New Jersey State Association, Asbury Park.

Arkansas State Association, Mt. Nebo, June 22, 23, 24, 25, 26. Pres., J. W. Conger, Arkadelphia, Ark.; Sec., E. S. Hewen, Morrilton.

Tenn. State Teachers' Association, Chattanooga, July 5.

Louisiana State Educational Association, Ruston, June 25.

Colored Teachers' Association, Jacksonville, Florida, June 23.

SUMMER SCHOOLS.

National Summer School, Glens Falls, N. Y., July 21, three weeks.

Martha's Vineyard Summer Institute, begins July 13.

Amherst Summer School, July 7-August 10.

Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 15 and 23.

Alfred Hall Summer School of English, French, and German, Prudence Island, R. I.

National School of Elocution and Oratory, Thousand Island Park, N. Y. July 6-August 14.

Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.

Summer School of Languages, Asbury Park, N. J., and Chicago, Ill.

C. E. Holt's Normal Music School, Lexington, Mass., August 4-26.

Mt. Nebo Summer School, Mt. Nebo, Ark.

Chautauqua Summer School of Methods, Pacific Grove, Cal., June 24-July 7. Supt., W. S. Monroe, Manager.

Boston School of Oratory. Summer session of five weeks opens July 6. Prin., Moses True Brown, 7 A Beacon St.

Harvard University Summer School. Address Secretary Harvard University, Cambridge, Mass.

Marine Biological Laboratory, Wood's Holl, July 8-Aug. 20. Address H. C. Humpus, Wood's Holl, Mass.

Ontario School of Oratory and Elocution, Grimsby Park, Ontario, July 6 to Aug. 15.

Callahan Summer School of Methods, Des Moines, Iowa, July 6-11. Address C. W. Martin, Des Moines, Iowa.

Sea Side Summer Normal, Corpus Christi, Tex. Four weeks in July. Address Prof. J. E. Rodgers, Dallas, Tex.

Lake Minnetonka Summer School, Excelsior, Minn., July 7, continuing 4 weeks. H. B. McConnell, director, Excelsior, Minn.

Peabody State Normal Institute, Troy, Alabama, August 7, five weeks.

BOOK DEPARTMENT.

NEW BOOKS.

FIVE-MINUTE DECLAMATIONS. Selected and adapted by Walter K. Forbes, Boston: Lee & Shepard; New York: Charles T. Dillingham. 241 pp. Cloth, 50 cts.

The great demand for the previous volume, and the high praise bestowed upon it by competent critics, induced the author to prepare another volume. One of the greatest merits of the book is the beauty of the selections, and another point in its favor is their freshness. Declamatory efforts in school and college have been too closely confined to selections from Greek and Roman orators. Here we have not only an entire book made up of extracts from Americans' speeches, but the greater part of the book consists of words spoken by men who are still living. Among those represented are Cleveland, Depew, Phillips Brooks, Everts, Vilas, Grady, Powderly, Lodge, Curtis, Fitzhugh Lee, Higginson, Blaine, and others. An examination of these extracts shows that our public men have not been backward in expressing patriotic sentiments. The book will be a great help in inspiring pupils with a love of country.

AM I JEW OR GENTILE? By Thomas A. Davies. New York: E. H. Coffin, publisher, 49 John street. 87 pp. 25 cts.

In this little book the author attempts to show that very grave misunderstandings of the account of the creation, as given in Genesis, have arisen by reason of the use of *man* for *Adam*, and of *so* in place of *and*, in the King James version. He quotes the Bible, the Revision, and the Hebrew to illustrate the differences in meaning caused by the interchange of words.

LOOKING FORWARD FOR YOUNG MEN. By Rev. Geo. Sumner Weaver, D. D. New York: Fowler & Wells Co., 775 Broadway. 1891. 218 pp.

The author has written and preached on the subject treated in this volume during the greater part of a long life. These pages are therefore the result of ripe experience, and are full of hints for the solution of the problems that the youth encounters when he starts out in life. Dr. Weaver has avoided dry preaching; by many illustrations from a well stored memory he shows what is required of a man in his relations to his fellows in this age of the world. The principal topics of which he treats are patrimony, business, politics, money, time, habits, pleasures, ambitions, reading, hopes, home, and religion. The book will assuredly start many young men right; those who have passed the period of youth might also learn many things from it.

PIONEER HISTORY STORIES. For third and fourth grades. First series. C. A. McMurtry, Ph.D. Winona, Minn.: Jones & Kroeger, printers.

The author intends this for the first of a series of history studies beginning in the latter part of the third grade and ending in the eighth grade. The introduction of history into such young classes is rather an innovation, but if boys and girls love Indian stories and other adventures they ought to become interested in the lives of such men as Marquette, La Salle, Boone, De Soto, John Smith, Penn, Hudson, Champlain, De Leon, Fremont, Magellan, and other adventurous spirits who by their daring deeds have helped to make American history. Owing to the early age of the pupils the author has avoided complex forms of society; he has aimed to make his stories chiefly biographical to insure interest, and has chosen to exhibit the lives of men of high character and purpose. The teacher of tact and judgment will be able to use these stories in many ways to develop the minds of the pupils. The other books of the series will without doubt be eagerly looked for in many a school-room.

MADAMEISSELLE DE LA SEIGLIERE. A comedy in four acts, by Julius Sandeau: with an introduction and English notes, by F. M. Warren, Ph.D. Boston: D. C. Heath & Co. 145 pp.

This is one of the handsome little volumes of "Heath's Modern Language Series," that have become so popular with students of French literature. "Mademoiselle de la Seigliere" is a dramatization of the work of the same name, also by Sandeau, with such changes as were necessary to make a good acting play. It is a story of the French revolution, and the plot, as is usual with French plays, is somewhat complex. Whatever may be said of Sandeau's character painting his style is attractive, being clear, simple, and direct, and the serious and humorous are agreeably intermingled. Dr. Warren's introduction is an excellent preparation to the study of the play, while he furnishes many helps over hard places in the carefully written notes.

THE UNRIVALED ATLAS. New and enlarged edition. Edinburgh and London: W. & A. K. Johnston, publishers.

This firm is noted for its fine atlases, of which the present is an excellent specimen. The pages are 11 1-3 by 14 1-3 inches (considerably larger than the atlas size), which allows the representation of the different countries on a generous scale. There are thirty-nine of these large maps, all of which appear to have been drawn with great care. The first is a chart of the world showing the British possessions, and the many countries and islands colored red, in all parts of the globe, show that our cousins across the sea have not maintained a navy in vain. The map of the world in hemispheres shows the proportion of land and water, and relative heights

of mountains and length of rivers. Seventeen maps representing Europe, or parts of that continent, are given. There is a vast amount of detail, which is so proportioned that no confusion results. The continents of Asia, Africa, Oceania, and North and South America are represented as wholes followed by the different countries in each. The index of twenty thousand names of countries, cities, rivers, etc., giving the number of the map where each may be found, and the latitude and longitude, will be found very convenient for reference. For classical students there are given two maps of the world as known to the ancients, with smaller maps showing the Roman empire before and after the division. In addition there are finely colored physical maps of the British Isles and of Europe, and maps showing the solar system, day and night, and the tides. The atlas is well bound in cloth.

POTTER'S ADVANCED GEOGRAPHY. By Eliza H. Morten. Philadelphia: John E. Potter & Co. 166 pp.

The author in this work devotes something over fifty pages to a consideration of the methods of presenting the subject of geography, so that it may be easily comprehended by the child. Fully appreciating the difficulties the pupil has in forming conceptions of things he has never seen, she insists that familiar objects must be studied thoroughly, and these used to gain ideas of unfamiliar ones. In pursuance of this plan she suggests many simple devices for teaching the main facts in physical, mathematical, and political geography, her pages being enlivened by numerous diagrams. She strongly advises the use of pictures, which may be obtained in great variety from books, magazines, and newspapers. The working teacher, who often finds that after all her labor to develop the pupil's ideas he has very hazy conceptions, will fully appreciate this part of the book. The descriptive portion is very complete and well arranged, and illustrations showing people, countries, cities, animals, plants, etc., are scattered through the pages without stint. Special directions are given as to map developing. The maps are numerous and the relief maps of the continents will be useful in studying mountain systems and the drainage areas of great rivers. In the appendix are found many useful tables, including the land and water surface of the states and territories, their population in 1880 and 1890, the population of the principal cities and towns, telegraphs and railroads of the world, area and population of the continents, wind and weather signals, flags of different nations, etc. The book presents in a very systematic way all that is necessary as a basis of a knowledge of the earth and its people. It is so attractive that it ought to make the study of geography very popular.

THE GRAPHIC DICTATION BLANKS. Nos. 1, 2, and 3. Designed to teach punctuation and the use of capitals. By Kate O'Neill. New York: A. Lovell & Co.

Each page of these books has a simple rule relating to punctuation or capitalization at the top, with examples, and brief directions in regard to the kind of sentences to be written on the page. The exercises are progressive and if followed up faithfully, the pupil ought to become so grounded in the theory and practice of punctuation that he will have no more trouble on that score for the remainder of his life, and will be saved many blunders and much chagrin. By writing the exercises he will also learn a great deal of grammar, and be prepared for the study of rhetoric and literature.

ANNOUNCEMENTS.

THE CASSELL PUBLISHING Co. announce a humorous and romantic book entitled, "The Enchanted; an authentic account of the strange origin of the New Psychical Club," by John Bell Bouton. It tells how the members of the club reproduce, at will, scenes and occurrences from the works of the world's truly great novelists and poets.

HARPER & BROTHERS have ready for immediate publication "Flute and Violin, and other Kentucky Tales and Romances," by James Lane Allen, and "A Box of Monkeys, and other Farce-Comedies," by Grace Livingston Furniss.

GEORGE ROUTLEDGE & SONS have issued the thirteenth edition of "Men and Women of the Time," a dictionary of contemporaries containing biographical notices of eminent characters of both sexes. The American memoirs have been prepared by an American biographer.

THE AMERICAN BOOK Co. issue "A History of the United States and its People," by Edward Eggleston. The specimen pages that have been sent us show that for attractiveness the book is unsurpassed by any of its class. The author's reputation as a writer is sufficient guaranty of the high character of the narrative, while the greatest pains have been taken with the illustrations.

THE HUMBOLDT PUBLISHING Co., Astor place, New York, issue in the Social Science Library, "a history of English labor, being a narrative of the struggle of the English poor against the avarice of priest and king, landlord and capitalist," by Prof. Thorold Rogers.

HOUGHTON, MIFFLIN & Co. announce "The Authorized Life of Robert Browning," by Mrs. Sutherland Orr. It will be in two volumes, which will contain a new portrait and a picture of Browning's study.

D. C. HEATH & Co., Boston, are just issuing "Comparative View of the Executive and Legislative departments of the Governments of the United States, France, England, and Germany," by John Wenzel.

FORDS, HOWARD & HULBERT have in hand a book by Amos K. Fiske entitled, "Beyond the Bourn," containing speculation as to life in the other world. Mr. Fiske will be remembered as the author of "Midnight Talks at the Club," a book that received a very cordial reception last year.

BRENTANO'S announce for publication at an early date a new edition of Lloyd Bryce's "The Romance of an Alter Ego," under the new title of "An Extraordinary Experience; or, the Romance of an Alter Ego."

MACMILLAN & Co. are the only authorized publishers of Bryce's "American Commonwealth." The author's cheap edition, price \$2.50, is now ready.



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Among those books which aid your word at every step are several issued by The Burrows Brothers Book Company, of 23 Euclid avenue, Cleveland, Ohio. These publications have attained an enormous sale among teachers all over the country, particularly the one thousand and one questions and answers series, combining books on United States history, geography, and every other school study. The authors of the above books have asked every conceivable question that would be likely to come up in the most rigid examination. "Words Correctly Spoken," and "Popular Synonyms," published by the same house, have been highly successful.

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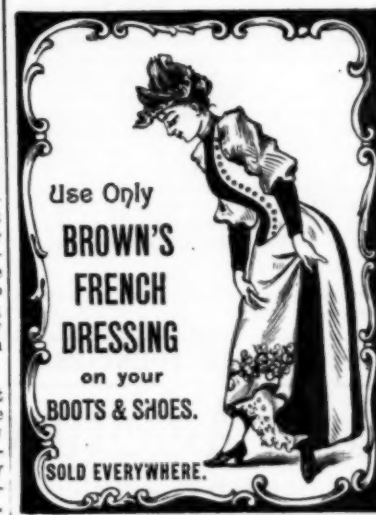
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GOOD NEWS!

Our readers will be glad to learn the particulars of this, one of the most important announcements that has ever appeared in our columns. By special arrangements recently entered into, we are able to offer, upon terms of extraordinary liberality, a combined *Universal Cyclopædia and Unabridged Dictionary of Language*, which is presented confidently as better adapted for general use than any other Cyclopædia or Dictionary which has ever been published, anywhere, at any price. In confirmation of our own high estimate, here are a few opinions of those who have used the work:

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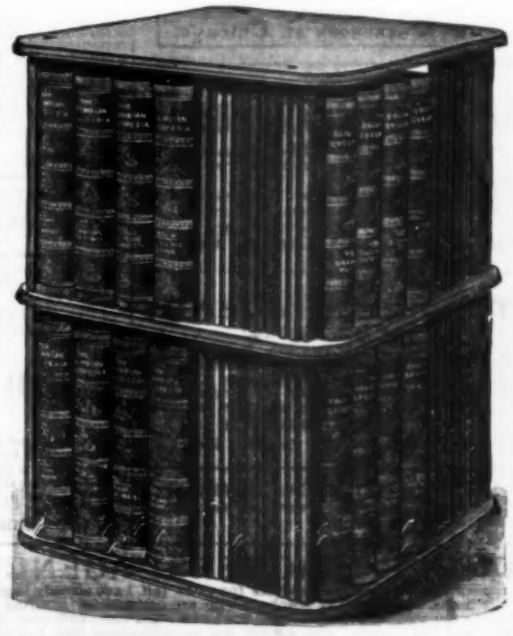
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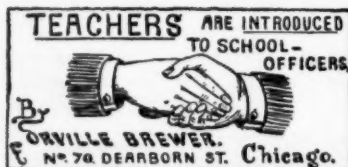
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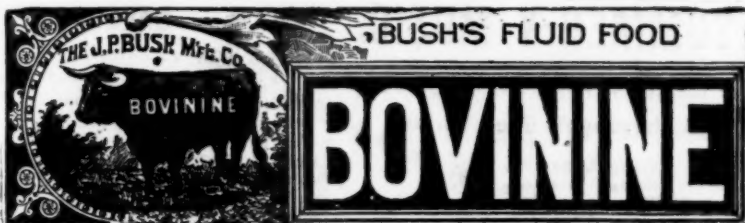
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